

# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## Kindergarten

Social Studies Standard Articulated by Grade Level		2000 Arizona Academic Content Standard: Social Studies
Strand 1: American History		
Concept 1: Research Skills for History		
Coding	Performance Objective	
SS00-S1C1-01	Retell personal events to show an understanding of how history is the story of events, people, and places in the past.	1SS-R1-PO1
SS00-S1C1-02	Listen to recounts of historical events and people and discuss how they relate to present day.	†
SS00-S1C1-03	Sequence recounts of historical events and people using the concepts of before and after.	1SS-R2-PO2
SS00-S1C1-04	Use primary source materials (e.g., photos, artifacts) to study people and events from the past.	†
Concept 2: Early Civilizations Pre 1500		
SS00-S1C2-01	Recognize that Native Americans are the original inhabitants of North America.	†
Concept 3: Exploration and Colonization 1500s – 1700s		
SS00-S1C3-01	Recognize that explorers (e.g., Columbus, Leif Ericson) traveled to places in the world that were new to them.	†
SS00-S1C3-02	Recognize that exploration resulted in the exchange of ideas, culture, and goods (e.g., foods, animals, plants, artifacts).	†
Concept 4: Revolution and New Nation 1700s – 1820		
SS00-S1C4-01	Recognize that George Washington was our first president.	1SS-R1-PO2
SS00-S1C4-02	Recognize that the Fourth of July is our nation’s birthday.	1SS-R1-PO2
Concept 5: Westward Expansion 1800 – 1860		
	No performance objectives at this grade level	
Concept 6: Civil War and Reconstruction 1850 – 1877		
	No performance objectives at this grade level	
Concept 7: Emergence of the Modern United States 1875 – 1929		
	No performance objectives at this grade level	
Concept 8: Great Depression and World War II 1929 – 1945		
	No performance objectives at this grade level	

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<b>Concept 9: Postwar United States 1945 – 1970s</b>		
SS00-S1C9-01	Recognize that astronauts (e.g., John Glenn, Neil Armstrong, Sally Ride) are explorers of space.	†
<b>Concept 10: Contemporary United States 1970s – Present</b>		
SS00-S1C10-01	Use information from written documents, oral presentations, and the media to discuss current local events.	†

Social Studies Standard Articulated by Grade Level		2000 Arizona Academic Content Standard: Social Studies
Strand 2: World History		
Concept 1: Research Skills for History		
Coding	Performance Objective	
SS00-S2C1-01	Retell personal events to show an understanding of how history is the story of events, people, and places in the past.	1SS-R1-PO1
SS00-S2C1-02	Listen to recounts of historical events and people and discuss how they relate to present day.	†
SS00-S2C1-03	Sequence recounts of historical events and people using the concepts of before and after.	1SS-R2-PO2
SS00-S2C1-04	Use primary source materials (e.g., photos, artifacts) to study people and events from the past.	†
Concept 2: Early Civilizations		
SS00-S2C2-01	Recognize that groups of people in early civilizations (e.g., people of the Americas, Europeans, Asians, Africans) moved from place to place to hunt and gather food.	†
SS00-S2C2-02	Recognize that early civilizations improved their lives through advancements (e.g., domestication of animals, tools, farming methods, calendars).	†
Concept 3: World in Transition		
	No performance objectives at this grade level	
Concept 4: Renaissance and Reformation		
	No performance objectives at this grade level	
Concept 5: Encounters and Exchange		

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SS00-S2C5-01	Recognize that explorers (e.g., Marco Polo, Magellan) traveled to places in the world that were new to them.	†
SS00-S2C5-02	Recognize that exploration resulted in the exchange of new ideas, culture, and goods (e.g., foods, animals, plants, artifacts).	†
<b>Concept 6: Age of Revolution</b>		
	No performance objectives at this grade level	
<b>Concept 7: Age of Imperialism</b>		
	No performance objectives at this grade level	
<b>Concept 8: World at War</b>		
	No performance objectives at this grade level	
<b>Concept 9: Contemporary World</b>		
SS00-S2C9-01	Use information from written documents, oral presentations, and the media to discuss current events.	†

Social Studies Standard Articulated by Grade Level		2000 Arizona Academic Content Standard: Social Studies
Strand 3: Civics/Government		
Concept 1: Foundations of Government		
Coding	Performance Objective	
SS00-S3C1-01	Recognize that national symbols, and monuments represent American democracy and values: a. American flag b. Bald Eagle c. Statue of Liberty d. White House	2SS-R2-PO1 2SS-R2-PO2
SS00-S3C1-02	Recognize the Pledge of Allegiance and the National Anthem.	2SS-R2-PO3
SS00-S3C1-03	Recognize the significance of national holidays: a. Thanksgiving b. Presidents’ Day c. Martin Luther King, Jr. Day d. Constitution Day	1SS-R1-PO2
SS00-S3C1-04	Identify American Presidents George Washington and Abraham Lincoln as leaders of our democracy.	1SS-R1-PO2

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SS00-S3C1-05	Recognize that classmates have varied backgrounds but may share principles, goals, customs and traditions.	†
<b>Concept 2: Structure of Government</b>		
SS00-S3C2-01	Identify the current President of the United States and Governor of Arizona.	†
<b>Concept 3: Functions of Government</b>		
	No performance objectives at this grade level	
<b>Concept 4: Rights, Responsibilities, and Roles of Citizenship</b>		
SS00-S3C4-01	Identify examples of responsible citizenship in the school setting and in stories about the past and present.	2SS-R1-PO2
SS00-S3C4-02	Recognize the rights and responsibilities of citizenship: a. elements of fair play, good sportsmanship, and the idea of treating others the way you want to be treated b. importance of participation and cooperation in a classroom and community c. why there are rules and the consequences for violating them d. responsibility of voting (every vote counts)	2SS-R1-PO1
SS00-S3C4-03	Discuss the importance of students contributing to a community (e.g., helping others, working together, cleaning up the playground).	†
SS00-S3C4-04	Identify people who help keep communities and citizens safe (e.g., police, firefighters, nurses, doctors).	2SS-R1-PO3
<b>Concept 5: Government Systems of the World</b>		
	No performance objectives at this grade level	†

Social Studies Standard Articulated by Grade Level		2000 Arizona Academic Content Standard: Social Studies
Strand 4: Geography		
Concept 1: The World in Spatial Terms		
Coding	Performance Objective	
SS00-S4C1-01	Recognize the differences between maps and globes.	†
SS00-S4C1-02	Construct maps of a familiar place (e.g., classroom, bedroom, playground, neighborhood).	3SS-R1-PO2
SS00-S4-C1-03	Determine the relative location of objects using the terms near/far, behind/in front, over/under, left/right, up/down.	3SS-R1-PO1

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SS00-S4C1-04	Identify land and water on maps, illustrations, images, and globes.	†
SS00-S4C1-05	Locate continents and oceans on a map or globe.	†
<b>Concept 2: Places and Regions</b>		
SC00-S4C2-01	Recognize through images how people live differently in other places and times.	†
<b>Concept 3: Physical Systems - Science Strands are summarized below as they apply to Social Studies content in Grades K-8.</b>		
Science Strand 4 Concept 3	Identify some plants and animals in the local environment.	†
Science Strand 6 Concept 1	Identify the basic properties of earth materials (rocks, soil, water; natural or man-made; reusable and recyclable).	6SC-R4
Science Strand 6 Concept 3	Understand the characteristics of weather and how it affects people	6SC-R3
<b>Concept 4: Human Systems</b>		
SS00-S4C4-01	Discuss the food, clothing, housing, recreation, and celebrations practiced by cultural groups (e.g., local community, Arizona, Egypt).	†
SS00-S4C4-02	Discuss how land in the students' community is used for industry, housing, business, agriculture, and recreation.	†
SS00-S4C4-03	Describe how people earn a living in the community and the places they work.	4SS-R1-PO1
<b>Concept 5: Environment and Society</b>		
SS00-S4C5-01	Identify the origin of natural resources (e.g., fish from sea, minerals from the ground, wood from trees, food from farms).	†
SS00-S4C5-02	Recognize that resources are renewable, recyclable, and non-renewable.	†
<b>Concept 6: Geographic Applications</b>		
SS00-S4C6-01	Discuss geographic concepts related to current events.	†

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**Kindergarten**

Social Studies Standard Articulated by Grade Level		2000 Arizona Academic Content Standard: Social Studies
Strand 5: Economics		
Concept 1: Foundations of Economics		
Coding	Performance Objective	
SS00-S5C1-01	Discuss different types of jobs that people do.	4SS-R1-PO1
SS00-S5C1-02	Match simple descriptions of work with the names of those jobs.	4SS-R1-PO1
SS00-S5C1-03	Give examples of work activities that people do at home.	4SS-R1-PO1
SS00-S5C1-04	Discuss differences between needs and wants.	4SS-R1-PO2
SS00-S5C1-05	Recognize various forms of U.S. currency.	4SS-R1-PO3
SS00-S5C1-06	Recognize people use money to purchase goods and services	4SS-R1-PO4
Concept 2: Microeconomics		
	No performance objectives at this grade level	
Concept 3: Macroeconomics		
	No performance objectives at this grade level	
Concept 4: Global Economics		
	No performance objectives at this grade level	
Concept 5: Personal Finance		
	No performance objectives at this grade level.	

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## Grade 1

Social Studies Standard Articulated by Grade Level		2000 Arizona Academic Content Standard: Social Studies
Strand 1: American History		
Concept 1: Research Skills for History		
Coding	Performance Objective	
SS01-S1C1-01	Place important life events in chronological order on a timeline.	1SS-F1-PO1
SS01-S1C1-02	Retell stories to describe past events, people and places.	1SS-F1-PO2 1SS-F3-PO1
SS01-S1C1-03	Use primary source materials (e.g., photos, artifacts, maps) to study people and events from the past.	1SS-F2-PO1
Concept 2: Early Civilizations    Pre 1500		
SS01-S1C2-01	Recognize that the development of farming allowed groups of people to settle in one place and develop into cultures/civilizations (e.g., Ancestral Puebloans [Anasazi], Hohokam, Moundbuilders, Aztec, Mayan)	1SS-F2-PO2
SS01-S1C2-02	Recognize that settlement led to developments in farming techniques (e.g., irrigation), government, art, architecture, and communication in North America.	†
Concept 3: Exploration and Colonization    1500s – 1700s		
SS01-S1C3-01	Describe the interaction of Native Americans with the Spanish (e.g., arrival of Columbus, settlement of St. Augustine, exploration of the Southwest, exchange of ideas, culture, and goods).	1SS-F2-PO3
SS01-S1C3-02	Describe the interaction of Native Americans with the Pilgrims (e.g., arrival of the Mayflower, Squanto, the Wampanoag, the First Thanksgiving).	1SS-F2-PO3
SS01-S1C3-03	Describe the exchange of ideas, culture and goods between the Native Americans and the Pilgrims.	1SS-F2-PO3
SS01-S1C3-04	Recognize that the United States began as the Thirteen Colonies ruled by England.	†
SS01-S1C3-05	Compare the way people lived in Colonial times with how people live today (e.g., housing, food transportation, school).	1SS-F3-PO3
Concept 4: Revolution and New Nation    1700s – 1820		
	No performance objectives at this grade.	
Concept 5: Westward Expansion    1800 – 1860		
	No performance objectives at this grade.	

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## Grade 1

<b>Concept 6: Civil War and Reconstruction 1850 – 1877</b>		
	No performance objectives at this grade.	
<b>Concept 7: Emergence of the Modern United States 1875 – 1929</b>		
	No performance objectives at this grade.	
<b>Concept 8: Great Depression and World War II 1929 – 1945</b>		
	No performance objectives at this grade.	
<b>Concept 9: Postwar United States 1945 – 1970s</b>		
SS01-S1C9-01	Recognize that Rosa Parks, Martin Luther King Jr., and César Chavez worked for and supported the rights and freedoms of others.	1SS-F3-PO2 1SS-F4-PO2
<b>Concept 10: Contemporary United States 1970s – Present</b>		
SS01-S1C10-01	Use information from written documents, oral presentations, and the media to discuss current local and state events.	†

Social Studies Standard Articulated by Grade Level		2000 Arizona Academic Content Standard: Social Studies
Strand 2: World History		
Concept 1: Research Skills for History		
Coding	Performance Objective	
SS01-S2C1-01	Place important life events in chronological order on a timeline.	1SS-F1-PO1
SS01-S2C1-02	Retell stories to describe past events, people and places.	1SS-F1-PO2 1SS-F3-PO1
SS01-S2C1-03	Use primary source materials (e.g., photos, artifacts, maps) to study people and events from the past.	1SS-F2-PO1
Concept 2: Early Civilizations		
SS01-S2C2-01	Recognize that the development of farming allowed groups of people to settle in one place and develop into civilizations (e.g., Egypt).	1SS-F3-PO3
SS01-S2C2-02	Recognize that settlement led to the development of farming techniques (e.g., Nile River flooding), government (e.g., pharaohs), art/ architecture (e.g., pyramids), and writing (e.g., hieroglyphics) which contributed to the advancement of the Ancient Egyptian civilization.	1SS-F3-PO3
SS01-S2C2-03	Recognize that civilizations in the Americas had similar characteristics to the Egyptians.	1SS-F3-PO3
Concept 3: World in Transition		

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	No performance objectives at this grade level	
<b>Concept 4: Renaissance and Reformation</b>		
	No performance objectives at this grade level	
<b>Concept 5: Encounters and Exchange</b>		
SS01-S2C5-01	Recognize why England and Spain wanted to rule other areas of the world.	†
<b>Concept 6: Age of Revolution</b>		
	No performance objectives at this grade level	
<b>Concept 7: Age of Imperialism</b>		
	No performance objectives at this grade level	
<b>Concept 8: World at War</b>		
	No performance objectives at this grade level	
<b>Concept 9: Contemporary World</b>		
SS01-S2C9-01	Use information from written documents, oral presentations, and the media to discuss current events.	†

Social Studies Standard Articulated by Grade Level		2000 Arizona Academic Content Standard: Social Studies
Strand 3: Civics/Government		
Concept 1: Foundations of Government		
Coding	Performance Objective	
SS01-S3C1-01	<i>Identify national symbols and monuments that represent American democracy and values:</i> a. American flag b. Bald Eagle c. Statue of Liberty d. White House e. Washington Monument	2SS-F2-PO3
SS01-S3C1-02	<i>Recognize the Pledge of Allegiance and the National Anthem.</i>	2SS-F2-PO1
SS01-S3C1-03	Practice examples of democracy in action (e.g., voting, making classroom rules).	2SS-F4-PO1
SS01-S3C1-04	Recognize how students work together to achieve common goals.	2SS-F1-PO1

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SS01-S3C1-05	Discuss the significance of national holidays: a. Thanksgiving b. Presidents' Day c. Martin Luther King, Jr. Day d. Fourth of July e. Constitution Day	2SS-F2-PO2
SS01-S3C1-06	Recognize state symbols of Arizona (e.g., bird, flower, tree, flag).	†
SS01-S3C1-07	Recognize that people in Arizona and the United States have varied backgrounds, but may share principles, goals, customs, and traditions.	2SS-F1-PO1 2SS-F2-PO2
<b>Concept 2: Structure of Government</b>		
SS01-S3C2-01	<i>Identify the current President of the United States and Governor of Arizona.</i>	†
<b>Concept 3: Functions of Government</b>		
SS01-S3C3-01	No performance objectives at this grade level	
<b>Concept 4: Rights, Responsibilities, and Roles of Citizenship</b>		
SS01-S3C4-01	<i>Identify examples of responsible citizenship in the school setting and in stories about the past and present.</i>	†
SS01-S3C4-02	<i>Describe the rights and responsibilities of citizenship:</i> a. <i>elements of fair play, good sportsmanship, and the idea of treating others the way you want to be treated</i> b. <i>importance of participation and cooperation in a classroom and community</i> c. <i>why there are rules and the consequences for violating them</i> d. <i>responsibility of voting (every vote counts)</i>	2SS-F3-PO1 2SS-F3-PO2 2SS-F3-PO4
SS01-S3C4-03	<i>Discuss the importance of students contributing to a community (e.g., helping others, working together, cleaning up the playground.)</i>	2SS-F3-PO2
<b>Concept 5: Government Systems of the World</b>		
	No performance objectives at this grade level	

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## Grade 1

Social Studies Standard Articulated by Grade Level		2000 Arizona Academic Content Standard: Social Studies
Strand 4: Geography		
Concept 1: The World in Spatial Terms		
Coding	Performance Objective	
SS01-S4C1-01	Recognize different types of maps (e.g., political, physical) serve various purposes.	3SS-F1-PO1
SS01-S4C1-02	Identify characteristics of maps and globes: a. compass rose b. symbols c. map key/legend	3SS-F1-PO2
SS01-S4C1-03	Construct a map of a familiar place (e.g., classroom, bedroom, playground) including a compass rose, symbols, and key/legend.	3SS-F1-PO3
SS01-S4C1-04	Recognize characteristics of human and physical features: a. physical (i.e., continent, ocean, river, lake, mountains, islands) b. human (i.e., equator, North and South Poles)	3SS-F2-PO1 3SS-F2-PO2
SS01-S4C1-05	Locate physical and human features using maps, illustrations, images or globes: a. physical ((i.e., continent, ocean, river, lake, mountains, islands) b. human (i.e., equator, North and South poles, country)	3SS-F1-PO7
SS01-S4C1-06	Locate Arizona on a map of the United States.	3SS-F1-PO5
Concept 2: Places and Regions		
SS01-S4C2-01	Discuss human features (e.g., cities, parks, railroad tracks, hospital, shops, schools) in the world.	3SS-F2-PO2
SS01-S4C2-02	Discuss physical features (e.g., mountains, rivers, deserts) in the world.	3SS-F2-PO1
SS01-S4C2-03	Recognize through images of content studied that places (e.g., Egypt, Arizona, local community) have distinct characteristics.	†
SS01-S4C2-04	Discuss the ways places and regions change over time.	†
Concept 3: Physical Systems - Science Strands are summarized below as they apply to Social Studies content in Grades K-8.		
Connect with: Science Strand 4 Concept 3	Identify, compare and describe plants and animals in various habitats.	4SC-F4

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Connect with: Science Strand 6 Concept 1	Identify the basic properties and uses of earth materials (rocks, soil, water; conservation).	6SC-F1
Connect with: Science Strand 6 Concept 2	Identify objects in the sky (sun, moon, stars, clouds).	†
Connect with: Science Strand 6 Concept 3	Understand characteristics of weather patterns and how they affect daily activities.	6SC-F7
<b>Concept 4: Human Systems</b>		
SS01-S4C4-01	Discuss elements of culture (e.g., food, clothing, housing, sports, holidays) of a community in areas studied (e.g., local community, Arizona, Egypt).	†
SS01-S4C4-02	<i>Discuss how land in the students' community is used for industry, housing, business, agriculture, and recreation.</i>	†
SS01-S4C4-03	<i>Describe how people earn a living in the community and the places they work.</i>	†
<b>Concept 5: Environment and Society</b>		
SS01-S4C5-01	Identify ways humans adapt to their environment (e.g., clothing, housing, crops).	3SS-F2-PO6
SS01-S4C5-02	Identify resources that are renewable, recyclable, and non-renewable.	3SS-F2-PO5
<b>Concept 6: Geographic Applications</b>		
SS01-S4C6-01	Use geography concepts and skills (e.g., recognizing patterns, mapping, graphing) to find solutions for problems (e.g., trash, leaky faucets, bike paths, traffic patterns) in the local environment.	3SS-F1-PO4
SS01-S4C6-02	<i>Discuss geographic concepts related to current events.</i>	†

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Grade 1

Social Studies Standard Articulated by Grade Level		2000 Arizona Academic Content Standard: Social Studies
Strand 5: Economics		
Concept 1: Foundations of Economics		
Coding	Performance Objective	
SS01-S5C1-01	Discuss the difference between basic needs and wants.	†
SS01-S5C1-02	Recognize that people need to make choices because of limited resources.	4SS-F1-PO1
SS01-S5C1-03	Recognize that some items are made locally and some are made elsewhere.	4SS-F2-PO2
SS01-S5C1-04	Recognize that people are buyers and sellers of goods and services.	4SS-F1-PO2
SS01-S5C1-05	<i>Recognize various forms of U.S. currency.</i>	†
SS01-S5C1-06	Recognize that people save money for future goods and services.	4SS-F1-PO3
Concept 2: Microeconomics		
	No performance objectives at this grade level	
Concept 3: Macroeconomics		
	No performance objectives at this grade level	
Concept 4: Global Economics		
	No performance objectives at this grade level	
Concept 5: Personal Finance		
SS01-S5C5-01	Discuss reasons for personal savings.	4SS-F1-PO3

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## Grade 2

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Strand 1: American History		
Concept 1: Research Skills for History		
Coding	Performance Objective	
SS02-S1C1-01	Place important life events in chronological order on a timeline.	1SS-F1-PO1
SS02-S1C1-02	Place historical events from content studied in chronological order on a timeline.	1SS-F1-PO1
SS02-S1C1-03	Recognize how archaeological research adds to our understanding of the past.	†
SS02-S1C1-04	Use primary source materials (e.g., photos, artifacts, interviews, documents, maps) and secondary source materials (e.g., encyclopedias, biographies) to study people and events from the past.	1SS-F2-PO1
SS02-S1C1-05	<i>Retell stories to describe past events, people and places.</i>	1SS-F1-PO2 1SS-F3-PO1
Concept 2: Early Civilizations    Pre 1500		
SS02-S1C2-01	Recognize that prehistoric Native American mound-building cultures lived in Central and Eastern North America.	1SS-F3-PO3
Concept 3: Exploration and Colonization    1500s – 1700s		
	No performance objectives at this grade.	

Concept 4: Revolution and New Nation 1700s – 1820		
SS02-S1C4-01	Recognize that American colonists and Native American groups lived in the area of the Thirteen Colonies that was ruled by England.	†
SS02-S1C4-02	Recognize that dissatisfaction with England's rule was a key issue that led to the Revolutionary War.	†
SS02-S1C4-03	Describe how the colonists demonstrated their discontent with British Rule (e.g., Boston Tea Party, Declaration of Independence, Paul Revere's Ride, battles of Lexington and Concord).	1SS-F4-PO1
SS02-S1C4-04	Discuss contributions of key people (e.g., George Washington, Thomas Jefferson, Benjamin Franklin) in gaining independence during the Revolutionary War.	1SS-F3-PO2 1SS-F4-PO1 1SS-F4-PO2

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## Grade 2

SS02-S1C4-05	Know that the United States became an independent country as a result of the Revolutionary War.	†
SS02-S1C4-06	Discuss how the need for a strong central government led to the writing of the Constitution and Bill of Rights.	†
<b>Concept 5: Westward Expansion 1800 – 1860</b>		
SS02-S1C5-01	Identify reasons (e.g., economic opportunity, political or religious freedom) for immigration to the United States.	†
SS02-S1C5-02	Identify reasons (e.g., economic opportunities, forced removal) why people in the United States moved westward to territories or unclaimed lands.	†
SS02-S1C5-03	Discuss the experiences (e.g., leaving homeland, facing unknown challenges) of the pioneers as they journeyed west to settle new lands.	1SS-F3-PO3
SS02-S1C5-04	Describe how new forms of transportation and communication impacted the westward expansion of the United States: a. transportation (e.g., trails, turnpikes, canals, wagon trains, steamboats, railroads) b. communication (e.g., Pony Express, telegraph)	†
SS02-S1C5-05	Discuss the effects of Westward Expansion (e.g., loss of land, depletion of the buffalo, establishment of reservations, government boarding schools) on Native Americans.	1SS-F3-PO3
<b>Concept 6: Civil War and Reconstruction 1850 – 1877</b>		
	No performance objectives at this grade.	
<b>Concept 7: Emergence of the Modern United States 1875 – 1929</b>		
	No performance objectives at this grade.	
<b>Concept 8: Great Depression and World War II 1929 – 1945</b>		
	No performance objectives at this grade.	
<b>Concept 9: Postwar United States 1945 – 1970s</b>		
	No performance objectives at this grade.	
<b>Concept 10: Contemporary United States 1970s – Present</b>		
SS02-S1C10-01	Use information from written documents, oral presentations, and the media to describe current events.	†

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## Grade 2

SS02-S1C10-02	Connect current events with historical events from content studied in Strand 1 using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	†
SS02-S1C10-03	Recognize current Native American tribes in the United States (e.g., Navajo, Cherokee, Lakota, Iroquois, Nez Perce).	1SS-F2-PO2

Social Studies Standard Articulated by Grade Level		2000 Arizona Academic Content Standard: Social Studies
Strand 2: World History		
Concept 1: Research Skills for History		
Coding	Performance Objective	
SS02-S2C1-01	Place important life events in chronological order on a timeline.	1SS-F1-PO1
SS02-S2C1-02	Place historical events from content studied in chronological order on a timeline.	1SS-F1-PO1
SS02-S2C1-03	Recognize how archaeological research adds to our understanding of the past.	†
SS02-S2C1-04	Use primary source materials (e.g., photos, artifacts, interviews, documents, maps) and secondary source materials (e.g., encyclopedias, biographies) to study people and events from the past.	1SS-F2-PO1
SS02-S2C1-05	<i>Retell stories to describe past events, people and places.</i>	1SS-F1-PO2 1SS-F3-PO1
Concept 2: Early Civilizations		
SS02-S2C2-01	Recognize that civilizations developed in China, India, and Japan.	1SS-F2-PO3
SS02-S2C2-02	Recognize how art (e.g., porcelain, poetry), architecture (e.g., pagodas, temples), and inventions (e.g., paper, fireworks) in Asia contributed to the development of their own and later civilizations.	1SS-F2-PO3
Concept 3: World in Transition		
	No performance objectives at this grade level	
Concept 4: Renaissance and Reformation		
	No performance objectives at this grade level	
Concept 5: Encounters and Exchange		

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## Grade 2

SS02-S2C5-01	Describe how expanding trade (e.g., Marco Polo's travels to Asia) led to the exchange of new goods (i.e., spices, silk) and ideas.	1SS-F2-PO3
<b>Concept 6: Age of Revolution</b>		
SS02-S2C6-01	Recognize that people in different places (e.g., American colonies – England, Mexico – Spain) challenged their form of government, which resulted in conflict and change.	†
<b>Concept 7: Age of Imperialism</b>		
	No performance objectives at this grade level	
<b>Concept 8: World at War</b>		
	No performance objectives at this grade level	
<b>Concept 9: Contemporary World</b>		
SS02-S2C9-01	Use information from written documents, oral presentations, and the media to describe current events.	†

Social Studies Standard Articulated by Grade Level		2000 Arizona Academic Content Standard: Social Studies
Strand 3: Civics/Government		
Concept 1: Foundations of Government		
Coding	Performance Objective	
SS02-S3C1-01	Describe the history and meaning of national symbols, documents, songs, and monuments that represent American democracy and values: a. American flag b. Pledge of Allegiance c. National Anthem d. America the Beautiful e. the U.S. Capitol f. Liberty Bell	2SS-F2-PO1 2SS-F2-PO3
SS02-S3C1-02	Recognize that the U.S. Constitution provides the American people with common laws and protects their rights.	2SS-F2-PO3
SS02-S3C1-03	Describe the significance of national holidays: a. Presidents' Day b. Martin Luther King, Jr. Day c. Veterans' Day d. Memorial Day e. Fourth of July f. Constitution Day	2SS-F2-PO2

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## Grade 2

SS02-S3C1-04	<i>Know that people in the United States have varied backgrounds but may share principles, goals, customs and traditions</i>	2SS-F1-PO1 2SS-F1-PO2
SS02-S3C1-05	<i>Recognize how students work together to achieve common goals.</i>	2SS-F1-PO1
<b>Concept 2: Structure of Government</b>		
SS02-S3C2-01	Identify the three branches of national government as represented by the President, Congress, and the Supreme Court.	†
SS02-S3C2-02	<i>Identify current political leaders of the state and nation:</i> a. <i>President of the United States</i> b. <i>Governor of Arizona</i> c. <i>local leaders (e.g., tribal council, mayor)</i>	†
SS02-S3C2-03	Recognize how Arizona and the other states combine to make a nation.	2SS-F4-PO4
<b>Concept 3: Functions of Government</b>		
	No performance objectives at this grade level.	
<b>Concept 4: Rights, Responsibilities, and Roles of Citizenship</b>		
SS02-S3C4-01	<i>Discuss examples of responsible citizenship in the school setting and in stories about the past and present.</i>	†
SS02-S3C4-02	a. <i>Describe the rights and responsibilities of citizenship:</i> b. <i>elements of fair play, good sportsmanship, and the idea of treating others the way you want to be treated</i> c. <i>importance of participation and cooperation in a classroom and community</i> d. <i>why we have rules and the consequences for violating them</i> e. <i>responsibility of voting</i>	2SS-F3-PO1 2SS-F3-PO2 2SS-F3-PO4
SS02-S3C4-03	Describe the importance of students contributing to a community (e.g., helping others, working together and service projects).	2SS-F3-PO2
SS02-S3C4-04	Identify traits of character (e.g., honesty, courage, cooperation and patriotism) that are important to the preservation and improvement of democracy.	2SS-F3-PO2
<b>Concept 5: Government Systems of the World</b>		
	No performance objectives at this grade.	

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## Grade 2

Social Studies Standard Articulated by Grade Level		2000 Arizona Academic Content Standard: Social Studies
Strand 4: Geography		
Concept 1: The World in Spatial Terms		
Coding	Performance Objective	
SS02-S4C1-01	<i>Recognize different types of maps (e.g., political, physical, thematic) serve various purposes.</i>	3SS-F1-PO1
SS02-S4C1-02	Interpret political and physical maps using the following elements: a. alpha numeric grids b. title c. compass rose - cardinal directions d. key (legend) e. symbols	3SS-F1-PO2
SS02-S4C1-03	Construct a map of a familiar place (e.g., school, home, neighborhood, fictional place) that includes a title, compass rose, symbols and key (legend).	3SS-F1-PO3
SS02-S4C1-04	Construct tally charts and pictographs to display geographic information (e.g., birthplace – city or state).	†
SS02-S4C1-05	<i>Recognize characteristics of human and physical features:</i> a. physical (i.e., <i>ocean, continent, river, lake</i> , mountain range, coast, sea, desert) b. human (i.e., <i>Equator</i> , Northern and Southern Hemispheres, <i>North and South Poles</i> ).	3SS-F2-PO1 3SS-F2-PO2
SS02-S4C1-06	<i>Locate physical and human features using maps, illustrations, images or globes:</i> a. physical (i.e., <i>ocean, continent, river, lake</i> , mountain range, coast, sea, desert) b. human (i.e., <i>Equator</i> , Northern and Southern Hemispheres, <i>North and South Poles</i> , city, state, country).	3SS-F1-PO7
Concept 2: Places and Regions		
SS02-S4C2-01	Identify through images of content studied (e.g., Japan, China, United States) how places have distinct characteristics.	†
SS02-S4C2-02	<i>Discuss human features (e.g., cities, parks, railroad tracks, hospitals, shops, schools) in the world.</i>	3SS-F2-PO2
SS02-S4C2-03	<i>Discuss physical features (e.g., mountains, rivers, deserts) in the world.</i>	3SS-F2-PO1
SS02-S4C2-04	<i>Discuss the ways places change over time.</i>	†
Concept 3: Physical Systems - Science Strands are summarized below as they apply to Social Studies content in Grades K-8.		

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## Grade 2

Connect with: Science Strand 6 Concept 3	Measure and record weather conditions, identify clouds and analyze their relationship to temperature and weather patterns.	6SC-F1
<b>Concept 4: Human Systems</b>		
SS02-S4C4-01	Discuss housing and land use in urban and rural communities.	†
SS02-S4C4-02	Describe the reasons-(e.g., jobs, climate, family) for human settlement patterns.	3SS-F2-PO3
SS02-S4C4-03	Discuss the major economic activities and land use (e.g., resources, agricultural, industrial, residential, commercial, recreational,) of areas studied.	†
SS02-S4C4-04	Describe elements of culture (e.g., food, clothing, housing, sports, customs, beliefs) in a community of areas studied.	†
SS02-S4C4-05	Discuss that Asian civilizations have changed from past to present.	†
SS02-S4C4-06	Recognize the connections between city, state, country, and continent.	†
<b>Concept 5: Environment and Society</b>		
SS02-S4C5-01	Identify ways (e.g., agriculture, structures, roads) in which humans depend upon, adapt to, and impact the earth.	3SS-F2-PO4 3SS-F2-PO6
SS02-S4C5-02	Recognize ways of protecting natural resources.	3SS-F2-PO5
<b>Concept 6: Geographic Applications</b>		
SS02-S4C6-01	<i>Discuss geographic concepts related to current events.</i>	†
SS02-S4C6-02	<i>Use geography concepts and skills (e.g., patterns, mapping, graphing) to find solutions for problems (e.g., trash, leaky faucets, bike paths, traffic patterns) in the environment.</i>	3SS-F1-PO4

Social Studies Standard Articulated by Grade Level		2000 Arizona Academic Content Standard: Social Studies
Strand 5: Economics		
Concept 1: Foundations of Economics		
Coding	Performance Objective	
SS02-S5C1-01	Discuss how scarcity requires people to make choices due to their unlimited needs and wants with limited resources.	4SS-F1-PO1

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## Grade 2

SS02-S5C1-02	Discuss that opportunity cost occurs when people make choices and something is given up (e.g., if you go to the movies, you can't also go to the park).	4SS-F1-PO1
SS02-S5C1-03	Identify differences among natural resources (e.g., water, soil, and wood), human resources (e.g., people at work), and capital resources (e.g., machines, tools and buildings).	4SS-F1-PO2
SS02-S5C1-04	Recognize that people trade for goods and services.	4SS-F2-PO1
SS02-S5C1-05	Compare the use of barter and money in the exchange for goods and services (e.g., trade a toy for candy, buying candy with money).	4SS-F2-PO1
SS02-S5C1-06	Recognize that some goods are made in the local community and some are made in other parts of the world.	4SS-F2-PO2
SS02-S5C1-07	Discuss how people can be both producers and consumers of goods and services.	4SS-F2-PO3 4SS-F2-PO4
<b>Concept 2: Microeconomics</b>		
	No performance objectives at this grade.	
<b>Concept 3: Macroeconomics</b>		
	No performance objectives at this grade.	
<b>Concept 4: Global Economics</b>		
	No performance objectives at this grade.	
<b>Concept 5: Personal Finance</b>		
SS02-S5C5-01	Discuss costs and benefits of personal savings.	4SS-F1-PO3

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CROSSWALK: Social Studies Standard Articulated by Grade Level  
to 2000 Social Studies Standards

Grade 3

Social Studies Standard Articulated by Grade Level		2000 Arizona Academic Content Standard: Social Studies
Strand 1: American History		
Concept 1: Research Skills for History		
Coding	Performance Objective	
SS03-S1C1-01	Use timelines to identify the time sequence of historical data.	1SS-F1-PO1
SS03-S1C1-02	<i>Recognize how archaeological research adds to our understanding of the past.</i>	†
SS03-S1C1-03	<i>Use primary source materials (e.g., photos, artifacts, interviews, documents, maps) and secondary source materials (e.g., encyclopedias, biographies) to study people and events from the past.</i>	1SS-F2-PO1
SS03-S1C1-04	<i>Retell stories to describe past events, people and places.</i>	1SS-F1-PO2 1SS-F3-PO1
Concept 2: Early Civilizations    Pre 1500		
	No performance objectives at this grade.	
Concept 3: Exploration and Colonization    1500s – 1700s		
SS03-S1C3-01	Discuss technological advances (e.g., compass, printing press) that facilitated exploration of the New World.	†
SS03-S1C3-02	Recognize that European countries explored the New World for economic and political reasons.	†
SS03-S1C3-03	Discuss European explorers (e.g., Samuel Champlain, Henry Hudson, John Cabot, Jacques Cartier, Ponce de Leon, Hernan de Soto) and their discoveries in the New World.	†
SS03-S1C3-04	Recognize how European exploration affected Native Americans in the Eastern regions (e.g., way of life, loss of land).	1SS-F3-PO3
Concept 4: Revolution and New Nation    1700s – 1820		
	No performance objectives at this grade.	
Concept 5: Westward Expansion    1800 – 1860		
	No performance objectives at this grade.	
Concept 6: Civil War and Reconstruction    1850 – 1877		
SS03-S1C6-01	Recognize that there were issues (e.g., slavery, states' rights, South seceded from the Union) associated with the Civil War.	†

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## Grade 3

SS03-S1C6-02	Discuss contributions of people (e.g., Abraham Lincoln, Jefferson Davis, Robert E. Lee, Ulysses S. Grant, Harriet Tubman, Sojourner Truth, Frederick Douglass) during the Civil War era.	1SS-F3-PO2 1SS-F4-PO2
<b>Concept 7: Emergence of the Modern United States 1875 – 1929</b>		
SS03-S1C7-01	Discuss reasons (e.g., famine, political discord, religious persecution, economic opportunity) why people left their home country to start a new life in the United States.	†
SS03-S1C7-02	Describe the experiences (e.g., new language, customs, opportunities, hardships) in immigrants' lives after settling in the United States during the late 19 <sup>th</sup> and early 20 <sup>th</sup> centuries.	1SS-F3-PO3
<b>Concept 8: Great Depression and World War II 1929 – 1945</b>		
	No performance objectives at this grade.	
<b>Concept 9: Postwar United States 1945 – 1970s</b>		
SS03-S1C9-01	Recognize that individuals (e.g., Susan B. Anthony, Jackie Robinson, Rosa Parks, Martin Luther King Jr., César Chavez) have worked for and supported the rights and freedoms of others.	1SS-F3-PO2 1SS-F4-PO2
<b>Concept 10: Contemporary United States 1970s – Present</b>		
SS03-S1C10-01	Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	†
SS03-S1C10-02	Discuss the connections between current events and historical events and issues from content studied in Strand 1 using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	†

Social Studies Standard Articulated by Grade Level		2000 Arizona Academic Content Standard: Social Studies
Strand 2: World History		
Concept 1: Research Skills for History		
Coding	Performance Objective	
SS03-S2C1-01	Use timelines to identify the time sequence of historical data.	1SS-F1-PO1
SS03-S2C1-02	<i>Recognize how archaeological research adds to our understanding of the past.</i>	†

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## Grade 3

SS03-S2C1-03	<i>Use primary source materials (e.g., photos, artifacts, interviews, documents, maps) and secondary source materials (e.g., encyclopedias, biographies) to study people and events from the past.</i>	1SS-F2-PO1
SS03-S2C1-04	<i>Retell stories to describe past events, people and places.</i>	1SS-F1-PO2 1SS-F3-PO1
<b>Concept 2: Early Civilizations</b>		
SS03-S2C2-01	Recognize how government (beginnings of democracy), mythology, art, architecture, and the Olympics in Ancient Greece contributed to the development of their own and later civilizations.	1SS-F2-PO3
SS03-S2C2-02	Discuss the contributions of Ancient Greek teachers/philosophers (e.g., Socrates, Plato, Aristotle) whose thinking contributed to the development of their own and later civilizations.	1SS-F2-PO3
SS03-S2C2-03	Recognize how representative government, mythology, architecture (e.g., aqueducts), and language (e.g., Latin) in Ancient Rome contributed to the development of their own and later civilizations.	1SS-F2-PO3
SS03-S2C2-04	Discuss the contributions of political and military leaders of Ancient Rome (e.g., Julius Caesar, Augustus, Constantine) whose actions influenced their own and later civilizations.	1SS-F2-PO3
<b>Concept 3: World in Transition</b>		
	No performance objectives at this grade level	
<b>Concept 4: Renaissance and Reformation</b>		
	No performance objectives at this grade level	
<b>Concept 5: Encounters and Exchange</b>		
SS03-S2C5-01	Describe how the search for a Northwest Passage to Asia led to the exploration and settlement of Canada.	†
SS03-S2C5-02	Discuss European global explorations (e.g., Columbus, Magellan, Henry Hudson, Vasco da Gama, Balboa).	†
<b>Concept 6: Age of Revolution</b>		
	No performance objectives at this grade level	
<b>Concept 7: Age of Imperialism</b>		
	No performance objectives at this grade level	
<b>Concept 8: World at War</b>		
	No performance objectives at this grade level	
<b>Concept 9: Contemporary World</b>		

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## Grade 3

SS03-S2C9-01	Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	†
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Social Studies Standard Articulated by Grade Level		2000 Arizona Academic Content Standard: Social Studies
Strand 3: Civics/Government		
Concept 1: Foundations of Government		
Coding	Performance Objective	
SS03-S3C1-01	Describe national symbols and monuments that represent American democracy and values: a. Statue of Liberty b. Ellis Island c. Lincoln Memorial d. the U. S. Capitol	2SS-F2-PO3
SS03-S3C1-02	Recognize that people in the United States have varied backgrounds but may share principles, goals, customs and traditions.	2SS-F2-PO3
SS03-S3C1-03	Recognize how people in the state work together to achieve common goals.	2SS-F1-PO1 2SS-F1-PO2
SS03-S3C1-04	<i>Describe the significance of national holidays:</i> <i>a. Presidents’ Day</i> <i>b. Martin Luther King, Jr. Day</i> <i>c. Veterans’ Day</i> <i>d. Memorial Day</i> <i>e. Constitution Day</i> <i>f. Labor Day</i>	2SS-F2-PO2
Concept 2: Structure of Government		
SS03-S3C2-01	Discuss the three branches of State and National government. Executive Legislative Judicial	2SS-F4-PO2
SS03-S3C2-02	Recognize that there are different levels of government (e.g., local, tribal, county, state, national).	2SS-F4-PO4
Concept 3: Functions of Government		
SS03-S3C3-01	Identify the basic concept of how laws are made (e.g., law proposed, discussed, amended, voted on).	2SS-F4-PO1
Concept 4: Rights, Responsibilities, and Roles of Citizenship		

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## Grade 3

SS03-S3C4-01	Describe the rights and responsibilities of citizenship: a. good sportsmanship b. participation and cooperation c. rules and consequences d. voting	2SS-F3-PO1 2SS-F3-PO2 2SS-F3-PO3 2SS-F3-PO4
SS03-S3C4-02	<i>Describe the importance of students contributing to a community (e.g., service projects, volunteering, cooperating).</i>	2SS-F3-PO2
SS03-S3C4-03	<i>Identify traits of character (e.g., honesty, courage, cooperation, respect, trustworthiness, responsibility, citizenship) that are important to the preservation and improvement of democracy.</i>	2SS-F3-PO2
<b>Concept 5: Government Systems of the World</b>		
SS03-S3C5-01	No performance objectives at this grade.	

Social Studies Standard Articulated by Grade Level		2000 Arizona Academic Content Standard: Social Studies
Strand 4: Geography		
Concept 1: The World in Spatial Terms		
Coding	Performance Objective	
SS03-S4C1-01	Identify that different types of maps serve various purposes (e.g., political, physical, thematic).	3SS-F1-PO1
SS03-S4C1-02	<i>a. Interpret political and physical maps using the following elements: b. alpha-numeric grids c. title d. compass rose -cardinal and intermediate directions e. symbols f. legend g. scale</i>	3SS-F1-PO2
SS03-S4C1-03	<i>Construct a map of a familiar place (e.g., school, home, neighborhood, fictional place) that includes a title, compass rose, symbols and legend.</i>	3SS-F1-PO3
SS03-S4C1-04	Construct maps using symbols to represent human and physical features.	3SS-F1-PO3
SS03-S4C1-05	Construct charts, and graphs to display geographic information.	†

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## Grade 3

SS03-S4C1-06	<i>Recognize characteristics of human and physical features:</i> a. <i>physical</i> (i.e., <i>continent, ocean, river, lake, mountain range, coast, sea, desert, gulf, bay, strait, plain, valley, volcano, peninsula</i> ) b. <i>human</i> (i.e., <i>Equator, Northern and Southern Hemispheres, North and South Poles, city</i> )	3SS-F1-PO3 3SS-F2-PO2
SS03-S4C1-07	<i>Locate physical and human features using maps, illustrations, images or globes:</i> a. <i>physical</i> (i.e., <i>seven continents, four oceans, river, lake, mountain range, coast, sea, desert, gulf, bay, strait, peninsula</i> ) b. <i>human</i> (i.e., <i>Equator, Northern and Southern Hemispheres, North and South Poles, city, state, country, roads, railroads</i> )	3SS-F1-PO5 3SS-F1-P07
<b>Concept 2: Places and Regions</b>		
SS03-S4C2-01	Locate major physical and human features from content studied (e.g., Greece, Canada, Spain, United States) on maps and globes.	3SS-F2-PO1 3SS-F2-PO2
SS03-S4C2-02	Describe how physical and human characteristics of places change from past to present.	†
<b>Concept 3: Physical Systems - Science Strands are summarized below as they apply to Social Studies content in Grades K-8.</b>		
Connect with: Science Strand 3 Concept 1	Describe major factors that impact human populations and the environment.	6SC-F5 6SC-F7
Connect with: Science Strand 4 Concept 3	Explain the relationships among plants and animals in different environments.	4SC-F7
Connect with: Science Strand 4 Concept 4	Describe ways species adapt to environments and what happens if they cannot adapt.	4SC-F4
Connect with: Science Strand 6 Concept 1	Identify the basic properties of earth materials (rocks, fossils, layers of the earth).	6SC-F1
<b>Concept 4: Human Systems</b>		
SS03-S4C4-01	Describe changes over time in transportation (e.g., animal, boat, train, motorized vehicle, aircraft).	†
SS03-S4C4-02	Describe changes over time in communication networks (e.g., telegraph, telephone, postal, internet).	†

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## Grade 3

SS03-S4C4-03	Recognize there are differences in political units and hierarchies (i.e., community, city, county, state, country, continent).	†
SS03-S4C4-04	Describe elements of culture of a community or nation (e.g., food, clothing, housing, sports, customs, beliefs) in areas studied.	†
SS03-S4C4-05	Discuss that Ancient Civilizations have changed from past to present.	†
SS03-S4C4-06	<i>Discuss the major economic activities and land use (e.g., harvesting natural resources, agricultural, industrial, residential, commercial, recreational) of areas studied.</i>	3SS-F2-PO3
<b>Concept 5: Environment and Society</b>		
SS03-S4C5-01	<i>Identify ways (e.g., farming, building structures and dams, creating transportation routes, overgrazing, mining, logging) in which humans depend upon, adapt to, and impact the earth.</i>	3SS-F2-PO4 3SS-F2-PO6
SS03-S4C5-02	Describe ways of protecting natural resources.	3SS-F2-PO5
SS03-S4C5-03	Identify resources that are renewable, recyclable, and non-renewable.	3SS-F2-PO5
<b>Concept 6: Geographic Applications</b>		
SS03-S4C6-01	<i>Discuss geographic concepts related to current events.</i>	†
SS03-S4C6-02	Use geography concepts and skills (e.g., recognizing patterns, mapping, graphing) to find solutions for local, state or national problems (e.g., shortage or abundance of natural resources).	3SS-F1-PO4

Social Studies Standard Articulated by Grade Level		2000 Arizona Academic Content Standard: Social Studies
Strand 5: Economics		
Concept 1: Foundations of Economics		
Coding	Performance Objective	
SS03-S5C1-01	Identify how scarcity requires people to make choices due to their unlimited wants and needs.	4SS-F1-PO1
SS03-S5C1-02	Identify opportunity costs in personal decision-making situations.	4SS-F1-PO1

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## Grade 3

SS03-S5C1-03	Identify goods and services (e.g., fire and police protection, immunizations, library) provided by local government.	†
SS03-S5C1-04	Give examples of trade in the local community (e.g., farmers supply the grocer).	4SS-F2-PO1
SS03-S5C1-05	Discuss reasons (e.g., labor, raw materials, energy resources) why some goods are made locally and some are made in other parts of the United States and world.	4SS-F2-PO2
SS03-S5C1-06	Discuss how producers use natural, human, and capital resources to create goods and services.	4SS-F1-PO2 4SS-F2-PO3
<b>Concept 2: Microeconomics</b>		
SS03-S5C2-01	Discuss different ways individuals can earn money.	†
<b>Concept 3: Macroeconomics</b>		
	No performance objectives at this grade.	
<b>Concept 4: Global Economics</b>		
	No performance objectives at this grade.	
<b>Concept 5: Personal Finance</b>		
SS03-S5C5-01	Discuss costs and benefits of personal spending and saving choices.	4SS-F1-PO3

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## Grade 4

Social Studies Standard Articulated by Grade Level		2000 Arizona Academic Content Standard: Social Studies
Strand 1: American History		
Concept 1: Research Skills for History		
Coding	Performance Objective	
SS04-S1C1-01	Use the following to interpret historical data: a. timelines – B.C.E. and B.C.; C.E. and A.D. b. graphs, tables, charts, and maps	1SS-E1-PO1 1SS-E1-PO3
SS04-S1C1-02	Describe the difference between primary and secondary sources.	1SS-E1-PO2
SS04-S1C1-03	Locate information using both primary and secondary sources.	1SS-E1-PO2
SS04-S1C1-04	Describe how archaeological research adds to our understanding of the past.	1SS-E2-PO1
Concept 2: Early Civilizations Pre 1500		
SS04-S1C2-01	Describe the legacy and cultures of prehistoric people in the Americas: a. characteristics of hunter-gatherer societies b. development of agriculture	1SS-E2-PO2 1SS-E2-PO3
SS04-S1C2-02	Describe the cultures and contributions of the Mogollon, Ancestral Puebloans (Anasazi), and Hohokam (e.g., location, agriculture, housing, arts, trade networks; adaptation and alteration of the environment).	1SS-E2-PO4 1SS-E2-PO5
SS04-S1C2-03	Identify other groups (e.g., Patayan, Sinagua, Salado) residing in the Southwest during this period.	†
SS04-S1C2-04	Identify the early civilizations (e.g., Maya, Aztec, Inca/Inka) that developed into empires in Central and South America.	†
SS04-S1C2-05	Recognize the achievements and features (e.g., mathematics, astronomy, architecture) of the Mayan, Aztec, and Incan/Inkan civilizations.	†
Concept 3: Exploration and Colonization 1500s – 1700s		
SS04-S1C3-01	Describe the reasons for early Spanish exploration of Mexico and the Southwestern region of the United States by: a. Cabeza de Vaca b. Estevan c. Fray Marcos de Niza d. Francisco Vásques de Coronado	1SS-E3-PO2

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## Grade 4

SS04-S1C3-02	Describe the impact of Spanish colonization on the Southwest: a. establishment of missions and presidios b. lifestyle changes of native people c. contributions of Father Kino	1SS-E3-PO3 1SS-E3-PO4
SS04-S1C3-03	Describe the location and cultural characteristics of Native American tribes (e.g., O'odham, Apache, Hopi) during the Spanish period.	1SS-E3-PO1
<b>Concept 4: Revolution and New Nation 1700s – 1820</b>		
	No performance objectives at this grade.	
<b>Concept 5: Westward Expansion 1800 – 1860</b>		
SS04-S1C5-01	Recognize the change of governance of the Southwest from Spain to Mexico as a result of the Mexican Revolution.	1SS-E3-PO6
SS04-S1C5-02	Describe the influence of American explorers and trappers (e.g., James O. Pattie, Kit Carson, Bill Williams) on the development of the Southwest.	†
SS04-S1C5-03	Describe events that led to Arizona becoming a possession of the United States: a. Mexican – American War b. Mexican Cession (Treaty of Guadalupe-Hidalgo) c. Gadsden Purchase	1SS-E4-PO1
SS04-S1C5-04	Describe the impact of Native Americans, Hispanics, and newcomers from the United States and the world on the culture of Arizona (e.g., art, language, architecture, mining, ranching).	1SS-E4-PO3
SS04-S1C5-05	Describe the conflict of cultures that occurred between newcomers and Arizona Native Americans: a. Indian Wars b. Navajo Long Walk c. formation of reservations	1SS-E4-PO2
<b>Concept 6: Civil War and Reconstruction 1850 – 1877</b>		
SS04-S1C6-01	Describe events in Arizona during the Civil War: a. Battle of Picacho Peak b. Battle of Apache Pass c. Arizona becomes a territory	†
<b>Concept 7: Emergence of the Modern United States 1875 – 1929</b>		
SS04-S1C7-01	Describe the economic development of Arizona: a. mining b. ranching c. farming and dams	1SS-E4-PO4

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## Grade 4

SS04-S1C7-02	Describe the advent of innovations in transportation (e.g., steamboats, freighting, stagecoaches, railroads) that helped Arizona's growth and economy.	1SS-E4-PO4
SS04-S1C7-03	Identify key individuals and groups (e.g., Charles Poston, Sharlot Hall, Buffalo Soldiers, Geronimo, George W.P. Hunt, Manuelito, Cochise) related to Arizona territorial days and early statehood.	†
SS04-S1C7-04	Recognize that Arizona changed from a territory to a state on February 14, 1912.	†
SS04-S1C7-05	Recognize the formation of Native American communities and reservations in Arizona (e.g., Gila River Reservation, Yaquis, Colorado River Indian Tribes).	†
<b>Concept 8: Great Depression and World War II 1929 – 1945</b>		
SS04-S1C8-01	Describe changes in the lives of U.S. and Arizona residents during the Great Depression: a. poverty b. unemployment c. loss of homes or businesses d. migration.	†
SS04-S1C8-02	Describe the reasons (e.g., German and Japanese aggression) for the U.S. becoming involved in World War II.	†
SS04-S1C8-03	Describe the impact (e.g., economic boost, military bases, Native American and Hispanic contributions, POW camps, relocation of Japanese Americans) of World War II on Arizona.	†
SS04-S1C8-04	Describe how lives were affected (e.g., limited goods, women worked in factories, increased patriotism) during World War II.	†
<b>Concept 9: Postwar United States 1945 – 1970s</b>		
SS04-S1C9-01	Describe changes that took place in Arizona during the postwar era (e.g., population growth, economic growth, cultural diversity, civil rights).	†
<b>Concept 10: Contemporary United States 1970s – Present</b>		
SS04-S1C10-01	<i>Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</i>	†

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## Grade 4

SS04-S1C10-02	Discuss the connections between current and historical events and issues from content studied in Strand 1 using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	†
SS04-S1C10-03	Describe the influence of key individuals (e.g., Sandra Day O'Connor, Carl Hayden, Ernest W. McFarland, Barry Goldwater, César Chavez, John McCain) in Arizona.	†
SS04-S1C10-04	Discuss the contributions of diverse populations to Arizona.	†

Social Studies Standard Articulated by Grade Level		2000 Arizona Academic Content Standard: Social Studies
Strand 2: World History		
Concept 1: Research Skills for History		
Coding	Performance Objective	
SS04-S2C1-01	Use the following to interpret historical data: timelines – B.C.E. and B.C.; C.E. and A.D. graphs, tables, charts, and maps	1SS-E1-PO1 1SS-E1-PO3
SS04-S2C1-02	Describe the difference between primary and secondary sources.	1SS-E1-PO2
SS04-S2C1-03	Locate information using both primary and secondary sources.	1SS-E1-PO2
SS04-S2C1-04	Describe how archaeological research adds to our understanding of the past.	1SS-E2-PO1
Concept 2: Early Civilizations		
	No performance objectives at this grade.	
Concept 3: World in Transition		
SS04-S2C3-01	Discuss life in Europe as it existed at the time of the Aztec and Incan/Inkan empires in the Americas: a. life in castles b. knights traveling to new places during the Crusades c. desire for new routes to the Indies	†
Concept 4: Renaissance and Reformation		
	No performance objectives at this grade level	
Concept 5: Encounters and Exchange		

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## Grade 4

SS04-S2C5-01	Describe the reasons (e.g., trade routes, gold) for Spanish and Portuguese explorations of the Americas.	1SS-E5-PO1
SS04-S2C5-02	Describe the impact of European explorers' encounters with the Aztec and Inca/Inka.	1SS-E5-PO1
<b>Concept 6: Age of Revolution</b>		
	No performance objectives at this grade level	
<b>Concept 7: Age of Imperialism</b>		
	No performance objectives at this grade level	
<b>Concept 8: World at War</b>		
	No performance objectives at this grade level	
<b>Concept 9: Contemporary World</b>		
SS04-S2C9-01	<i>Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</i>	†

Social Studies Standard Articulated by Grade Level		2000 Arizona Academic Content Standard: Social Studies
Strand 3: Civics/Government		
Concept 1: Foundations of Government		
Coding	Performance Objective	
SS04-S3C1-01	Describe state and national symbols and monuments that represent American democracy and values: a. Great Seal of the United States b. Arizona symbols (e.g., seal, flag) c. war memorials (e.g., Pearl Harbor- Arizona Memorial, WW II, Korean and Vietnam Memorials)	†
SS04-S3C1-02	Identify the rights and freedoms supported by the following documents: a. Preamble of the U.S. Constitution b. Bill of Rights c. Statement of Natural Rights as found in the Declaration of Independence (We hold these truths to be self evident . . . )	†
SS04-S3C1-03	Describe Arizona’s transition from territory to statehood: a. locations of capital b. founding people c. Arizona’s constitution	†

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## Grade 4

SS04-S3C1-04	Describe the varied backgrounds of people living in Arizona: a. shared principles, goals, customs and traditions b. diversity in one's school and community benefits and challenges of a diverse population.	†
<b>Concept 2: Structure of Government</b>		
SS04-S3C2-01	Describe the three branches of State and National Government: a. Executive b. Legislative c. Judicial	†
SS04-S3C2-02	Describe different levels of government (e.g., local, tribal, state, national).	†
<b>Concept 3: Functions of Government</b>		
SS04-S3C3-01	Describe the responsibilities (e.g., making laws, enforcing laws, collecting taxes) of state government.	†
SS04-S3C3-02	Describe the responsibilities (e.g., determining land use, enforcing laws, overlapping responsibilities with state government) of the local government.	†
SS04-S3C3-03	Describe the possible consequences of violating laws.	†
<b>Concept 4: Rights, Responsibilities, and Roles of Citizenship</b>		
SS04-S3C4-01	Discuss ways an individual can contribute to a school or community.	†
SS04-S3C4-02	<i>Identify traits of character (e.g., responsibility, respect, perseverance, loyalty, integrity, involvement, justice and tolerance) that are important to the preservation and improvement of democracy.</i>	†
SS04-S3C4-03	Describe the importance of citizens being actively involved in the democratic process (e.g., voting, campaigning, civil and community service, volunteering, jury duty).	†
<b>Concept 5: Government Systems of the World</b>		
	No performance objectives at this grade.	

Social Studies Standard Articulated by Grade Level		2000 Arizona Academic Content Standard: Social Studies
Strand 4: Geography		
Concept 1: The World in Spatial Terms		
Coding	Performance Objective	

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## Grade 4

SS04-S4C1-01	Use different types of maps to solve problems (i.e., road maps –distance, resource maps-products, historical maps-boundaries, thematic map- climates).	†
SS04-S4C1-02	<i>Interpret political and physical maps using the following map elements:</i> a. title b. compass rose (cardinal and intermediate directions) c. symbols d. legend e. scale f. road map index g. grid (latitude and longitude)	3SS-E1-P02
SS04-S4C1-03	<i>Construct maps using symbols to represent human and physical features.</i>	†
SS04-S4C1-04	<i>Construct charts and graphs to display geographic information.</i>	†
SS04-S4C1-05	<i>Describe characteristics of human and physical features:</i> a. physical – (i.e., river, lake, mountain, range, coast, sea, desert, gulf, bay, strait, plain, valley, volcano, isthmus, canyon, plateau, mesa, oasis, dunes) b. human – (i.e., Equator, four hemispheres, city, state, country, harbor, dams, territory, county)	†
SS04-S4C1-06	<i>Locate physical and human features using maps, illustrations, images or globes:</i> a. physical (i.e river, lake, mountain range, coast, sea, desert, gulf, bay, strait) b. human (i.e., Equator, four hemispheres, city, state, country, roads, railroads)	†
SS04-S4C1-07	Locate physical and human features in Arizona using maps, illustrations, or images: a. physical (e.g., Grand Canyon, Mogollon Rim, Colorado River, Gila River, Salt River) b. human (e.g., Phoenix, Yuma, Flagstaff, Tucson, Prescott, Hoover Dam, Roosevelt Dam)	3SS-E1-P04 3SS-E1-P05
<b>Concept 2: Places and Regions</b>		
SS04-S4C2-01	Describe how the Southwest has distinct physical and cultural characteristics.	3SS-E1-P01
SS04-S4C2-02	Describe ways in which Arizona has changed over time from statehood to today.	†
SS04-S4C2-03	Locate the landform regions of Arizona (plateau, mountain, desert) on a map.	3SS-E1-P03

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## Grade 4

SS04-S4C2-04	Compare the landform regions of Arizona according to their physical features, plants, and animals.	3SS-E1-P03
SS04-S4C2-05	Describe how regions and places (e.g., Grand Canyon, Colorado River, Casa Grande Ruin, Canyon de Chelly, Yucatan Peninsula) have distinct characteristics. Connect to content studied.	†
<b>Concept 3: Physical Systems - Science Strands are summarized below as they apply to Social Studies content in Grades K-8.</b>		
Connect with: Science Strand 3 Concept 1	Describe how natural events and human activities impact environments.	4SC-E7
Connect with: Science Strand 4 Concept 3	Describe uses, types, and conservation of natural resources.	†
Connect with: Science Strand 6 Concept 2	Understand processes acting on the earth (erosion, floods, earthquakes, volcanoes, forest fires) and evidence of their occurrence.	†
Connect with: Science Strand 6 Concept 3	Understand characteristics of weather conditions and climate.	6SC-E8
<b>Concept 4: Human Systems</b>		
SS04-S4C4-01	Describe the factors (push and pull) that have contributed to the settlement, economic development (e.g., mining, ranching, agriculture, and tourism), and growth of major Arizona cities.	3SS-E2-P01
SS04-S4C4-02	Describe how Mexico and Arizona are connected by the movement of people, goods, and ideas.	3SS-E2-P02
SS04-S4C4-03	Describe how the building of transportation routes (e.g., trails, stage routes, railroad) resulted in human settlement and economic development in Arizona.	3SS-E2-P03
SS04-S4C4-04	Describe the cultural characteristics (e.g., food, clothing, housing, sports, customs, beliefs) of Arizona's diverse population.	†
SS04-S4C4-05	Describe the major economic activities and land use patterns (e.g., agricultural, industrial, residential, commercial, recreational, harvesting of natural resources) of regions studied.	†
SS04-S4C4-06	Describe elements of culture in areas studied (e.g., Mexico, Central and South America).	†
<b>Concept 5: Environment and Society</b>		

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## Grade 4

SS04-S4C5-01	Describe human dependence on the physical environment and natural resources to satisfy basic needs.	3SS-E2-P04
SS04-S4C5-02	Describe the impact of extreme natural events (e.g., fires, volcanoes, floods, droughts) on human and physical environments.	†
SS04-S4C5-03	Describe the impact of human modifications on the physical environment and ecosystems (e.g., dams, mining, air conditioning, irrigation, agricultural).	3SS-E2-P04
<b>Concept 6: Geographic Applications</b>		
SS04-S4C6-01	Describe the impact of geographic features (e.g., rivers, mountains, resources, deserts, climate) on migration and the location of human activities (e.g., exploration, mining, transportation routes, settlement patterns).	†
SS04-S4C6-02	Discuss geographic knowledge and skills related to current events.	†
SS04-S4C6-03	Use geography concepts and skills (e.g., recognizing patterns, mapping, graphing) to find solutions for local, state or national problems (e.g., shortage or abundance of natural resources).	†

Social Studies Standard Articulated by Grade Level		2000 Arizona Academic Content Standard: Social Studies
Strand 5: Economics		
Concept 1: Foundations of Economics		
Coding	Performance Objective	
SS04-S5C1-01	Explain the decision for a personal spending choice.	†
SS04-S5C1-02	Identify that specialization improves standards of living (e.g., medical care, home building, agriculture).	†
SS04-S5C1-03	Give examples of how voluntary exchanges of goods and services can be mutually beneficial(e.g., ice cream vendor receives money, child receives ice cream; doctor receives monetary benefit, patient receives care).	†
Concept 2: Microeconomics		
SS04-S5C2-01	Explain how price incentives affect peoples' behavior and choices, such as colonial decisions about what crops to grow and which products to produce.	4SS-E1-PO2
SS04-S5C2-02	Describe why state and local governments collect taxes (e.g., schools, fire, police, libraries).	4SS-E2-PO3

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## Grade 4

SS04-S5C2-03	Describe how education, skills, and career choices affect income.	†
SS04-S5C2-04	Discuss how profit is an incentive to entrepreneurs.	†
SS04-S5C2-05	Describe risks that are taken by entrepreneurs.	4SS-E3-PO3
SS04-S5C2-06	Identify the role of financial institutions in providing services (e.g., savings accounts and loans).	4SS-E2-PO2
<b>Concept 3: Macroeconomics</b>		
	No performance objectives at this grade.	
<b>Concept 4: Global Economics</b>		
	No performance objectives at this grade.	
<b>Concept 5: Personal Finance</b>		
SS04-S5C5-01	Describe how interest is an incentive to saving money.	†

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## Grade 5

Social Studies Standard Articulated by Grade Level		2000 Arizona Academic Content Standard: Social Studies
Strand 1: American History		
Concept 1: Research Skills for History		
Coding	Performance Objective	
SS05-S1C1-01	<i>Use the following to interpret historical data: timelines – B.C.E. and B.C.; C.E. and A.D. graphs, tables, charts, and maps</i>	1SS-E1-PO1 1SS-E1-PO3
SS05-S1C1-02	Construct timelines of the historical era being studied (e.g., presidents/ world leaders, key events, people).	1SS-E1-PO1
SS05-S1C1-03	<i>Describe the difference between primary and secondary sources.</i>	1SS-E1-PO2
SS05-S1C1-04	<i>Locate information using both primary and secondary sources.</i>	1SS-E1-PO2
SS05-S1C1-05	<i>Describe how archaeological research adds to our understanding of the past.</i>	1SS-E2-PO1
Concept 2: Early Civilizations Pre 1500		
	No performance objectives at this grade.	
Concept 3: Exploration and Colonization 1500s – 1700s		
SS05-S1C3-01	Recognize that Native American tribes resided throughout North America before the period of European exploration and colonization.	†
SS05-S1C3-02	Explain the reasons for the explorations of Samuel Champlain, Henry Hudson, John Cabot, Jacques Cartier, Ponce de Leon, and Hernan de Soto in the New World.	1SS-E5-PO1 1SS-E5-PO2
SS05-S1C3-03	Explain the reasons (e.g., religious freedom, desire for land, economic opportunity, a new life) for colonization of America.	1SS-E6-PO1 1SS-E6-PO7
SS05-S1C3-04	Describe the contributions of geographic and economic conditions, religion, and colonial systems of government to the development of American democratic practices.	1SS-E6-PO3
SS05-S1C3-05	Describe the geography, cultures, and economics of the Southern, Middle Atlantic, and New England Colonies.	1SS-E6-PO4
SS05-S1C3-06	Identify contributions of individuals (e.g., John Smith, William Penn, Lord Baltimore, Roger Williams, Anne Hutchinson, and James Ogelthorpe) who were important to the colonization of America.	1SS-E6-PO4

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## Grade 5

SS05-S1C3-07	Describe interactions (e.g., agricultural and cultural exchanges, alliances, conflicts) between Native Americans and European settlers.	1SS-E6-PO5
SS05-S1C3-08	Describe the causes and effects of triangular trade.	1SS-E6-PO6
<b>Concept 4: Revolution and New Nation 1700s – 1820</b>		
SS05-S1C4-01	Describe the significance of the following events leading to the American Revolution: a. French and Indian War b. Proclamation of 1763 c. Tea Act d. Stamp Act e. Boston Massacre f. Intolerable Acts	1SS-E7-PO1
SS05-S1C4-02	Describe the significance of the following events in the Revolutionary War: a. Declaration of Independence b. the battles of Lexington and Concord, Saratoga c. aid from France d. surrender at Yorktown	1SS-E7-PO2
SS05-S1C4-03	Identify the impact of the following individuals on the Revolutionary War: a. Benjamin Franklin b. Thomas Jefferson c. George Washington d. Patrick Henry e. Thomas Paine f. King George III	1SS-E7-PO3
SS05-S1C4-04	Describe how one nation evolved from thirteen colonies through the following events: a. Constitutional Convention b. George Washington's presidency c. creation of political parties	2SS-E1-PO3
<b>Concept 5: Westward Expansion 1800 – 1860</b>		
SS05-S1C5-01	Describe the following events of 19 <sup>th</sup> century presidencies of: a. Thomas Jefferson – Louisiana Purchase; explorations of Lewis and Clark b. James Madison – War of 1812 c. James Monroe – The Monroe Doctrine d. Andrew Jackson – Nationalism and Sectionalism; Trail of Tears e. James Polk – Mexican-American War; discovery of gold in California	†

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## Grade 5

SS05-S1C5-02	Describe the different perspectives (e.g., Native Americans, settlers, Spanish, the U.S. government, prospectors) of Manifest Destiny.	†
SS05-S1C5-03	Identify major westward migration routes of the 19 <sup>th</sup> Century.	†
SS05-S1C5-04	Describe how manufacturing, textiles, transportation improvements, and other innovations of the Industrial Revolution contributed to U.S. growth and expansion.	†
SS05-S1C5-05	Describe the following individuals' role in the reform movement before the Civil War: a. Fredrick Douglass b. Harriet Tubman c. William Lloyd Garrison d. Sojourner Truth	†
<b>Concept 6: Civil War and Reconstruction 1850 – 1877</b>		
SS05-S1C6-01	Describe factors leading to the Civil War: a. role of abolitionists and Underground Railroad b. sectionalism between North and South c. westward expansion	†
SS05-S1C6-02	Identify the reasons why the following were important events of the Civil War: a. firing on Ft. Sumter b. major battles c. delivery of the Emancipation Proclamation d. surrender at Appomattox	†
<b>Concept 7: Emergence of the Modern United States 1875 – 1929</b>		
	No performance objectives at this grade.	
<b>Concept 8: Great Depression and World War II 1929 – 1945</b>		
	No performance objectives at this grade.	
<b>Concept 9: Postwar United States 1945 – 1970s</b>		
	No performance objectives at this grade.	
<b>Concept 10: Contemporary United States 1970s – Present</b>		
SS05-S1C10-01	<i>Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</i>	†
SS05-S1C10-02	Discuss the connections between current and historical events and issues from content studied in Strand 1 using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	†

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CROSSWALK: Social Studies Standard Articulated by Grade Level  
to 2000 Social Studies Standards

Grade 5

Social Studies Standard Articulated by Grade Level		2000 Arizona Academic Content Standard: Social Studies
Strand 2: World History		
Concept 1: Research Skills for History		
Coding	Performance Objective	
SS05-S2C1-01	<i>Use the following to interpret historical data: timelines – B.C.E. and B.C.; C.E. and A.D. graphs, tables, charts, and maps</i>	1SS-E1-PO1 1SS-E1-PO3
SS05-S2C1-02	Construct timelines of the historical era being studied (e.g., presidents/ world leaders, key events, people).	1SS-E1-PO1
SS05-S2C1-03	<i>Describe the difference between primary and secondary sources.</i>	1SS-E1-PO2
SS05-S2C1-04	<i>Locate information using both primary and secondary sources.</i>	1SS-E1-PO2
SS05-S2C1-05	<i>Describe how archaeological research adds to our understanding of the past.</i>	1SS-E2-PO1
Concept 2: Early Civilizations		
	No performance objectives at this grade.	
Concept 3: World in Transition		
	No performance objectives at this grade.	
Concept 4: Renaissance and Reformation		
	No performance objectives at this grade level	
Concept 5: Encounters and Exchange		
SS05-S2C5-01	Describe the following effects of European exploration, trade, and colonization on other parts of the world: a. sea routes to Asia b. colonies established and settled c. increased power of European countries d. trade established between Europe, Africa, and Americas e. introduction of disease and the resulting population decline of Indigenous people e. triangular trade	1SS-E5-PO2 1SS-E5-PO3 1SS-E6-PO6
SS05-S2C5-02	Describe ways in which Spain, France, and England competed for power:	1SS-E5-PO2
Concept 6: Age of Revolution		
SS05-S2C6-01	Explain the rationale and characteristics of rebellion.	†

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## Grade 5

SS05-S2C6-02	Explain the impact that revolution has on a society.	†
SS05-S2C6-03	Compare the causes of the American Revolution to other revolutions around the world (e.g., France, Haiti, Mexico, South America, Russia).	†
SS05-S2C6-04	Compare the outcomes of the American Revolution to those of other revolutions around the world (e.g., France, Haiti, Mexico, South America, Russia).	†
<b>Concept 7: Age of Imperialism</b>		
	No performance objectives at this grade level	
<b>Concept 8: World at War</b>		
	No performance objectives at this grade level	
<b>Concept 9: Contemporary World</b>		
SS05-S2C9-01	<i>Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</i>	†
SS05-S2C9-02	Use various resources (e.g., newspapers, magazines, television, Internet, books, maps) to discuss the connections between current events and historical events and issues from content studied in Strand 2.	†

Social Studies Standard Articulated by Grade Level		2000 Arizona Academic Content Standard: Social Studies
Strand 3: Civics/Government		
Concept 1: Foundations of Government		
Coding	Performance Objective	
SS05-S3C1-01	Identify the democratic principles and ideals associated with the following documents: a. Mayflower Compact b. Declaration of Independence c. Articles of Confederation d. United States Constitution e. Bill of Rights	1SS-E6-PO2 2SS-E1-PO2 2SS-E1-PO4 2SS-E2-PO1
SS05-S3C1-02	Recognize the contributions and roles of the following individuals in creating the American government: a. John Adams b. Benjamin Franklin c. Alexander Hamilton d. Thomas Jefferson e. James Madison f. John Marshall g. George Washington	2SS-E1-PO5

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## Grade 5

SS05-S3C1-03	Describe the struggle between the Federalists and the Anti-federalists over the ratification of the Constitution and the creation of the Bill of Rights.	2SS-E2-PO3
<b>Concept 2: Structure of Government</b>		
SS05-S3C2-01	Describe the role of town meetings and representative assemblies in colonial government.	1SS-E6-PO7
SS05-S3C2-02	Describe how the Constitution is designed to limit central government, as in freedom from a controlling monarchy.	2SS-E2-PO2
<b>Concept 3: Functions of Government</b>		
SS05-S3C3-01	Explain ways in which the powers of the federal government differed from the Articles of Confederation to the Constitution.	2SS-E2-PO2
SS05-S3C3-02	Identify the process by which a bill becomes a law.	†
SS05-S3C3-03	Describe how the checks and balance system which established the three branches of the federal government works, as in Andrew Johnson's impeachment.	2SS-E2-PO4
SS05-S3C3-04	Explain the significance of the Dred Scott Decision.	†
SS05-S3C3-05	Compare the arguments for states' rights versus the power of the federal government (e.g., the expansion of slavery, taxation).	†
<b>Concept 4: Rights, Responsibilities, and Roles of Citizenship</b>		
SS05-S3C4-01	Describe ways an individual can contribute to a school or community.	†
SS05-S3C4-02	Describe the character traits (i.e., respect, responsibility, fairness, involvement) that are important to the preservation and improvement of constitutional democracy in the United States.	†
SS05-S3C4-03	<i>Describe the importance of citizens being actively involved in the democratic process (e.g., voting, student government, involvement in political decision making, analyzing issues, petitioning public officials).</i>	†
<b>Concept 5: Government Systems of the World</b>		
SS05-S3C5-01	Describe the characteristics of a monarchy and a republic.	†

Social Studies Standard Articulated by Grade Level	2000 Arizona Academic Content
Strand 4: Geography	

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## Grade 5

<b>Concept 1: The World in Spatial Terms</b>		<b>Standard: Social Studies</b>
<b>Coding</b>	<b>Performance Objective</b>	
SS05-S4C1-01	Interpret information from a variety of maps: a. contour b. population density c. natural resource d. historical maps	3SS-E3-PO2
SS05-S4C1-02	Locate features in the world (e.g., continents, waterways, mountain ranges, cities) on a map using latitude and longitude.	3SS-E3-PO3
SS05-S4C1-03	Identify the location of significant geographic features from content studied on a physical or political map.	†
SS05-S4C1-04	Locate physical and human features in the United States and world on an appropriate type of map (e.g., <i>gulf, delta, isthmus, strait, bay, canyon</i> , swamp, peninsula, province, cape, tree line).	†
SS05-S4C1-05	Identify each state on a U.S. map.	†
SS05-S4C1-06	Construct maps, charts, and graphs to display geographic information.	†
<b>Concept 2: Places and Regions</b>		
SS05-S4C2-01	Describe how the following regions exemplify the concept of region as an area with unifying human or natural factors: a. three American colonial regions b. West, Midwest, Northeast, Southeast, and Southwest c. North and South during the Civil War	3SS-E3-PO1
SS05-S4C2-02	Describe the geographic characteristics of a state in the United States with the assistance of maps, the internet, atlases and other reference materials.	†
<b>Concept 3: Physical Systems - Science Strands are summarized below as they apply to Social Studies content in Grades K-8.</b>		
Connect with: Science Strand 3 Concept 1	Explain the impacts of natural hazards on habitats.	†
Connect with: Science Strand 6 Concept 2	Describe lunar cycles, Earth's revolution and rotation, and gravity.	6SC-E1

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## Grade 5

Connect with: Science Strand 6 Concept 3	Describe the planets, other objects in the solar system, and exploration of the solar system.	†
<b>Concept 4: Human Systems</b>		
SS05-S4C4-01	Explain why and how boundaries change (e.g., Westward Expansion, Civil War, Mexican - American War).	3SS-E3-PO5
SS05-S4C4-02	Explain the effects of human migration on places (e.g., economic, cultural, environmental, political).	†
<b>Concept 5: Environment and Society</b>		
SS05-S4C5-01	Describe the ways European colonists and Native Americans viewed, adapted, and used the environment.	3SS-E3-PO4
SS05-S4C5-02	Describe the impact that natural events (e.g., floods, earthquakes, droughts) have on human and physical environments.	†
<b>Concept 6: Geographic Applications</b>		
SS05-S4C6-01	Describe how geographic features influenced events in the past in the Original Thirteen Colonies, the Great Plains, the Pacific Northwest, and the West.	†
SS05-S4C6-02	Use geographic knowledge and skills (e.g., recognizing patterns, mapping, graphing) when discussing current events.	†
SS05-S4C6-03	<i>Use geography concepts and skills (e.g., recognizing patterns, mapping, graphing) to find solutions for local, state or national problems (e.g., shortage or abundance of natural resources).</i>	†

Social Studies Standard Articulated by Grade Level		2000 Arizona Academic Content Standard: Social Studies
Strand 5: Economics		
Concept 1: Foundations of Economics		
Coding	Performance Objective	
SS05-S5C1-01	Identify the opportunity costs (i.e., separation from family, indentured service) associated with expeditions to the New World.	4SS-E1-PO1
SS05-S5C1-02	Describe how specialization (e.g., division of labor) improved standards of living in the three colonial regions and the Pre-Civil War North and South.	4SS-E1-PO3

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## Grade 5

SS05-S5C1-03	Identify how voluntary exchange helps both buyers and sellers as in colonial trade in North America.	4SS-E1-PO4
SS05-S5C1-04	Interpret how trade promoted economic growth throughout U.S. history.	4SS-E1-PO5
<b>Concept 2: Microeconomics</b>		
SS05-S5C2-01	<i>Explain how price incentives affect peoples' behavior and choices, such as colonial decisions about what crops to grow and which products to produce.</i>	4SS-E1-PO2
SS05-S5C2-02	Describe how competition, markets, and prices influence peoples' behavior.	4SS-E3-PO1
SS05-S5C2-03	Identify how people earn income by selling their labor to businesses or government.	4SS-E3-PO2
SS05-S5C2-04	Describe ways in which entrepreneurs take risks to develop new goods and services.	4SS-E3-PO3
SS05-S5C2-05	Describe the function of private business in producing goods and services.	4SS-E2-PO1
SS05-S5C2-06	Discuss the function of banks in providing checking accounts, savings accounts, and loans.	4SS-E2-PO2
SS05-S5C2-07	Explain the function of government in providing certain goods and services through taxation.	4SS-E2-PO3
<b>Concept 3: Macroeconomics</b>		
	No performance objectives at this grade.	
<b>Concept 4: Global Economics</b>		
	No performance objectives at this grade.	
<b>Concept 5: Personal Finance</b>		
SS05-S5C5-01	Explain how the following are used to purchase goods and services: a. cash b. check c. money order d. debit card e. credit card	†

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## Grade 6

Social Studies Standard Articulated by Grade Level		2000 Arizona Academic Content Standard: Social Studies
Strand 1: American History		
Concept 1: Research Skills for History		
Coding	Performance Objective	
SS06-S1C1-01	Construct charts, graphs, and narratives using historical data.	1SS-E8-PO1
SS06-S1C1-02	Interpret historical data displayed in graphs, tables, and charts.	1SS-E8-PO1
SS06-S1C1-03	<i>Construct timelines of the historical era being studied (e.g., presidents/ world leaders, key events, people.)</i>	1SS-E8-PO2
SS06-S1C1-04	Formulate questions that can be answered by historical study and research.	1SS-E8-PO3
SS06-S1C1-05	<i>Describe the difference between primary and secondary sources.</i>	1SS-E8-PO4
SS06-S1C1-06	Determine the credibility and bias of primary and secondary sources.	1SS-E8-PO5
SS06-S1C1-07	Analyze cause and effect relationships between and among individuals and/or historical events.	1SS-E8-PO8
SS06-S1C1-08	<i>Describe how archaeological research adds to our understanding of the past.</i>	†
<b>Concept 2: Early Civilizations    Pre 1500</b>		
SS06-S1C2-01	Describe the characteristics of hunting and gathering societies in the Americas.	†
SS06-S1C2-02	Describe how farming methods and domestication of animals led to the development of cultures and civilizations from hunting and gathering societies.	1SS-E10-PO4
SS06-S1C2-03	Describe the cultures of the Mogollon, Ancestral Puebloan (Anasazi), and Hohokam: a. location, agriculture, housing, arts, and trade networks b. how these cultures adapted to and altered their environment	†
SS06-S1C2-04	Describe the Adena, Hopewell, and Mississippian mound-building cultures: a. location, agriculture, housing, arts, and trade networks b. how these cultures adapted to and altered their environment	1SS-E10-PO1 1SS-E10-PO2 1SS-E10-PO3 1SS-E10-PO5

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## Grade 6

SS06-S1C2-05	Describe the Mayan, Aztec, and Incan/Inkan civilizations: a. location, agriculture, housing, and trade networks b. achievements (e.g., mathematics, astronomy, architecture, government, social structure, arts and crafts) c. how these cultures adapted to and altered their environment	1SS-E10-PO1 1SS-E10-PO2 1SS-E10-PO3 1SS-E10-PO5
<b>Concept 3: Exploration and Colonization 1500s – 1700s</b>		
	No performance objectives at this grade.	
<b>Concept 4: Revolution and New Nation 1700s – 1820</b>		
	No performance objectives at this grade.	
<b>Concept 5: Westward Expansion 1800 – 1860</b>		
	No performance objectives at this grade.	
<b>Concept 6: Civil War and Reconstruction 1850 – 1877</b>		
	No performance objectives at this grade.	
<b>Concept 7: Emergence of the Modern United States 1875 – 1929</b>		
	No performance objectives at this grade.	
<b>Concept 8: Great Depression and World War II 1929 – 1945</b>		
	No performance objectives at this grade.	
<b>Concept 9: Postwar United States 1945 – 1970s</b>		
	No performance objectives at this grade.	
<b>Concept 10: Contemporary United States 1970s – Present</b>		
SS06-S1C10-01	<i>Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</i>	†
SS06-S1C10-02	Identify the connection between current and historical events and issues studied at this grade level using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	†

Social Studies Standard Articulated by Grade Level		2000 Arizona Academic Content Standard: Social Studies
Strand 2: World History		
Concept 1: Research Skills for History		
Coding	Performance Objective	

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## Grade 6

SS06-S2C1-01	Construct charts, graphs, and narratives using historical data.	1SS-E8-PO1
SS06-S2C1-02	Interpret historical data displayed in graphs, tables, and charts.	1SS-E8-PO1
SS06-S2C1-03	<i>Construct timelines of the historical era being studied (e.g., presidents/world leaders, key events, people.)</i>	1SS-E8-PO2
SS06-S2C1-04	Formulate questions that can be answered by historical study and research.	1SS-E8-PO3
SS06-S2C1-05	<i>Describe the difference between primary and secondary sources.</i>	1SS-E8-PO4
SS06-S2C1-06	Determine the credibility and bias of primary and secondary sources.	1SS-E8-PO5
SS06-S2C1-07	Analyze cause and effect relationships between and among individuals and/or historical events.	1SS-E8-PO8
SS06-S2C1-08	<i>Describe how archaeological research adds to our understanding of the past.</i>	†
<b>Concept 2: Early Civilizations</b>		
SS06-S2C2-01	Describe the lifestyles of humans in the Paleolithic and Neolithic Ages.	†
SS06-S2C2-02	Determine how the following factors influenced groups of people to develop into civilizations in Egypt, India, Mesopotamia, and China: a. farming methods b. domestication of animals c. division of labor d. geographic factors	1SS-E9-PO4
SS06-S2C2-03	Describe the importance of the following river valleys in the development of ancient civilizations: a. Tigris and Euphrates - Mesopotamia b. Nile - Egypt c. Huang He - China d. Indus- India	1SS-E9-PO1
SS06-S2C2-04	Compare the forms of government of the following ancient civilizations: a. Mesopotamia – laws of Hammurabi b. Egypt – theocracy c. China – dynasty	1SS-E9-PO2

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## Grade 6

SS06-S2C2-05	Describe the religious traditions that helped shape the culture of the following ancient civilizations: a. Sumeria, India (i.e., polytheism) b. Egypt (i.e., belief in an afterlife) c. China (i.e., ancestor worship) d. Middle East (i.e., monotheism)	1SS-E9-PO3
SS06-S2C2-06	Analyze the impact of cultural and scientific contributions of ancient civilizations on later civilizations: a. Mesopotamia (i.e., laws of Hammurabi) b. Egypt (i.e., mummification, hieroglyphs, papyrus) c. China (i.e., silk, gun powder/fireworks, compass) d. Central and South America (i.e., astronomy, agriculture)	1SS-E9-PO5
SS06-S2C2-07	Describe the development of the following types of government and citizenship in ancient Greece and Rome: a. democracy b. republics/ empires	1SS-E12-PO2
SS06-S2C2-08	Describe scientific and cultural advancements (e.g., networks of roads, aqueducts, art and architecture, literature and theatre, mathematics, philosophy) in ancient civilizations.	1SS-E12-PO3
SS06-S2C2-09	Identify the roles and contributions of individuals in the following ancient civilizations: a. Greece and Greek empires ( i.e., Socrates, Plato, Aristotle, Sophocles, Euripides, Pericles, Homer, Alexander the Great) b. Rome (i.e., Julius Caesar, Augustus) c. China (i.e., Qin Shi Huan Di, Confucius) d. Egypt (i.e., Hatshepsut, Ramses, Cleopatra)	1SS-E12-PO4
SS06-S2C2-10	Describe the transition from the Roman Empire to the Byzantine Empire: a. “decline and fall” of the Roman Empire b. Empire split in eastern and western regions c. capital moved to Byzantium/ Constantinople Germanic invasions	1SS-E13-PO1
<b>Concept 3: World in Transition</b>		
SS06-S2C3-01	Describe aspects (e.g., geographic origins, founders and their teachings, traditions, customs, beliefs) of Hinduism, Buddhism, Judaism, Christianity, and Islam.	1SS-E11-PO1 1SS-E11-PO2 1SS-E11-PO3
SS06-S2C3-02	Describe the development of the Medieval kingdoms of Ghana, Mali, and Songhai: a. Islamic influences b. mining of gold and salt c. centers of commerce	†

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## Grade 6

SS06-S2C3-03	Describe the culture and way of life of the Arab Empire: a. Muslim religion (i.e., Mohammad, Mecca) b. extensive trade and banking network c. interest in science (i.e., medicine, astronomy) d. translation and preservation of Greek and Roman literature	†
SS06-S2C3-04	Describe the Catholic Church's role in the following activities during the Middle Ages: a. Crusades b. Inquisition c. education d. government e. spread of Christianity	1SS-E13-PO3 1SS-E13-PO4 1SS-E14-PO6
SS06-S2C3-05	Describe the transition from feudalism to nationalism at the end of the Middle Ages.	1SS-E13-PO2
SS06-S2C3-06	Describe the trade routes that established the exchange of goods (e.g., silk, salt, spices, gold) between eastern and western civilizations during the 15 <sup>th</sup> and 16 <sup>th</sup> centuries.	1SS-E14-PO2
SS06-S2C3-07	Describe how trade routes led to the exchange of ideas (e.g., religion, scientific advances, literature) between Europe, Asia, Africa and the Middle East during the 15 <sup>th</sup> and 16 <sup>th</sup> centuries.	†
<b>Concept 4: Renaissance and Reformation</b>		
SS06-S2C4-01	Describe how the Renaissance was a time of renewal and advancement in Europe: a. rebirth of Greek and Roman ideas b. new ideas and products as a result of trade c. the arts d. science	1SS-E14-PO1
SS06-S2C4-02	Describe the contributions or accomplishments of the following individuals during the Renaissance and Reformation: a. Leonardo da Vinci b. Michelangelo c. Gutenberg d. Martin Luther	1SS-E14-PO3 1SS-E14-PO4 1SS-E14-PO5
<b>Concept 5: Encounters and Exchange</b>		

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## Grade 6

SS06-S2C5-01	Describe how new ways of thinking in Europe during the Enlightenment fostered the following changes in society: a. Scientific Revolution (i.e., Copernicus, Galileo, Newton) b. natural rights (i.e., life, liberty, property) c. governmental separation of powers vs. monarchy d. religious freedom e. Magna Carta	1SS-E13-PO2
<b>Concept 6: Age of Revolution</b>		
	No performance objectives at this grade level	
<b>Concept 7: Age of Imperialism</b>		
	No performance objectives at this grade level	
<b>Concept 8: World at War</b>		
	No performance objectives at this grade level	
<b>Concept 9: Contemporary World</b>		
SS06-S2C9-01	<i>Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</i>	†
SS06-S2C9-02	Identify the connection between current and historical events and issues using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	†

Social Studies Standard Articulated by Grade Level		2000 Arizona Academic Content Standard: Social Studies
Strand 3: Civics/Government		
Concept 1: Foundations of Government		
Coding	Performance Objective	
SS06-S3C1-01	Discuss the important ideas of the Enlightenment Period (e.g., Natural Rights, separation of powers, religious freedom) that fostered the creation of the United States government.	2SS-E3-PO1
Concept 2: Structure of Government		
	No performance objective at this grade level	
Concept 3: Functions of Government		
SS06-S3C3-01	Describe the impact of the Laws of Hammurabi on the lives of ancient people and how it relates to current laws.	1SS-E9-PO2

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## Grade 6

SS06-S3C3-02	Describe the impact of the Greek democracy on ancient Greeks and how it relates to current forms of government.	1SS-E12-PO2
SS06-S3C3-03	Describe the impact of the Roman republic on ancient Romans and how it relates to current forms of government.	1SS-E12-PO2
<b>Concept 4: Rights, Responsibilities, and Roles of Citizenship</b>		
SS06-S3C4-01	<i>Describe ways an individual can contribute to a school or community.</i>	†
SS06-S3C4-02	<i>Discuss the character traits (i.e., respect, responsibility, fairness, involvement) that are important to the preservation and improvement of constitutional democracy in the United States.</i>	†
SS06-S3C4-03	Describe the importance of citizens being actively involved in the democratic process. (e.g., voting, student government, involvement in political decision making, analyzing issues, petitioning public officials).	2SS-E7-PO2
<b>Concept 5: Government Systems of the World</b>		
SS06-S3C5-01	Describe the structure of the following governments: a. theocracy b. dictatorship c. republic d. monarchy e. democracy f. anarchy	†

Social Studies Standard Articulated by Grade Level		2000 Arizona Academic Content Standard: Social Studies
Strand 4: Geography		
Concept 1: The World in Spatial Terms		
Coding	Performance Objective	
SS06-S4C1-01	Construct maps, charts, and graphs to display geographic information.	3SS-E4-PO3
SS06-S4C1-02	Identify purposes of, and differences among, maps, globes, aerial photographs, charts, and satellite images.	3SS-E4-PO2
SS06-S4C1-03	Interpret maps, charts, and geographic databases using geographic information.	3SS-E4-PO3
SS06-S4C1-04	Locate physical and human features (e.g., significant waterways, mountain ranges, cities, countries) in the United States and in regions of the world on a map.	3SS-E4-PO5

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## Grade 6

SS06-S4C1-05	Interpret thematic maps, graphs, charts, and databases depicting various aspects of world regions. (Apply to regions studied).	3SS-E4-PO6
<b>Concept 2: Places and Regions</b>		
SS06-S4C2-01	Identify regions studied in Strand 2 using a variety of criteria (e.g., climate, landforms, culture, vegetation).	3SS-E5-PO1
SS06-S4C2-02	Describe the factors that cause regions and places to change.	3SS-E5-PO2
SS06-S4C2-03	Describe the interactions of people in different places and regions.	3SS-E5-PO3
SS06-S4C2-04	Explain why places and regions serve as cultural symbols such as Jerusalem being a sacred place for Jews, Christians, and Muslims.	3SS-E5-PO6
SS06-S4C2-05	Describe the physical and human characteristics of places and regions of a Middle Eastern country studied.	†
<b>Concept 3: Physical Systems - Science Strands are summarized below as they apply to Social Studies content in Grades K-8.</b>		
SS06-S4C3-01	Identify the physical processes that influence the formation and location of resources such as oil, coal, diamonds, and copper.	6SC-E3
Connect with: Science Strand 3 Concept 1	Evaluate the effects of, and describe how people plan for and respond to natural disasters.	†
Connect with: Science Strand 4 Concept 3	Describe how sunlight, water quality, climate, population density and pollution affect quality of life.	4SC-E7
Connect with: Science Strand 6 Concept 1	Describe the composition of and interactions between bodies of water and the atmosphere.	6SC-E6
Connect with: Science Strand 6 Concept 2	Explain the water cycle and factors that affect climate.	6SC-E6
<b>Concept 4: Human Systems</b>		
SS06-S4C4-01	Interpret the demographic structure of places and regions using a population pyramid.	3SS-E6-PO1
SS06-S4C4-02	Describe the environmental, economic, cultural and political effects of human migrations and cultural diffusion on places and regions.	3SS-E6-PO2

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## Grade 6

SS06-S4C4-03	Analyze the causes and effects of settlement patterns.	3SS-E6-PO3
SS06-S4C4-04	Identify how factors such as river/coastal civilizations and trade influenced the location, distribution, and interrelationships of economic activities over time and in different regions.	3SS-E6-PO5
SS06-S4C4-05	Identify cultural norms that influence different social, political and economic activities of men and women.	3SS-E6-PO7
<b>Concept 5: Environment and Society</b>		
SS06-S4C5-01	Describe ways that human dependence on natural resources influences economic development, settlement, trade and migration.	†
SS06-S4C5-02	Describe the intended and unintended consequences of human modification (e.g., irrigation, aqueducts, canals) on the environment.	3SS-E7-PO6
SS06-S4C5-03	Explain how changes in the natural environment (e.g., flooding of the Nile) can increase or diminish its capacity to support human activities.	3SS-E7-PO4
SS06-S4C5-04	Identify the way humans respond to/ prepare for natural hazards (i.e., lightning, flash floods, dust storms, tornadoes, hurricanes, floods, and earthquakes) in order to remain safe.	†
<b>Concept 6: Geographic Applications</b>		
SS06-S4C6-01	Describe ways geographic features and conditions influenced settlement in various locations (e.g., near waterways, on high terrain, with adequate fresh water, on good land for farming, in temperate climates) throughout different periods of time, places, and regions.	3SS-E8-PO1
SS06-S4C6-02	<i>Use geographic knowledge and skills (e.g., recognizing patterns, mapping, graphing) when discussing current events.</i>	3SS-E8-PO3

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Grade 6

Social Studies Standard Articulated by Grade Level		2000 Arizona Academic Content Standard: Social Studies
Strand 5: Economics		
Concept 1: Foundations of Economics		
Coding	Performance Objective	
SS06-S5C1-01	Identify how limited resources and unlimited human wants cause people to choose some things and give up others.	4SS-E4-PO1
SS06-S5C1-02	Determine how scarcity, opportunity costs, and trade-offs influence decision-making.	4SS-E4-PO2
SS06-S5C1-03	Explain why specialization improves standards of living.	4SS-E5-PO1
SS06-S5C1-04	Compare how money, as opposed to barter, facilitates trade.	4SS-E5-PO2
SS06-S5C1-05	Explain how trade promoted economic growth throughout world regions.	†
Concept 2: Microeconomics		
	No performance objectives at this grade.	
Concept 3: Macroeconomics		
	No performance objectives at this grade.	
Concept 4: Global Economics		
	No performance objectives at this grade.	
Concept 5: Personal Finance		
SS06-S5C5-01	Compare the cost and benefits of using credit.	†
SS06-S5C5-02	Explain how interest is the price paid to borrow money.	†
SS06-S5C5-03	Describe the factors lenders consider before lending money.	†

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## Grade 7

Social Studies Standard Articulated by Grade Level		2000 Arizona Academic Content Standard: Social Studies
Strand 1: American History		
Concept 1: Research Skills for History		
Coding	Performance Objective	
SS07-S1C1-01	<i>Construct charts, graphs, and narratives using historical data.</i>	1SS-E8-PO1
SS07-S1C1-02	<i>Interpret historical data displayed in graphs, tables, and charts.</i>	1SS-E8-PO1
SS06-S1C1-03	<i>Construct timelines (e.g., presidents/world leaders, key events, people) of the historical era being studied.</i>	1SS-E8-PO2
SS07-S1C1-04	<i>Formulate questions that can be answered by historical study and research.</i>	1SS-E8-PO3
SS07-S1C1-05	Describe the relationship between a primary source document and a secondary source document.	1SS-E8-PO4
SS07-S1C1-06	<i>Determine the credibility of primary and secondary sources.</i>	1SS-E8-PO5
SS07-S1C1-07	<i>Analyze cause and effect relationships between and among individuals and/or historical events.</i>	1SS-E8-PO8
SS07-S1C1-08	Describe two points of view on the same historical event.	1SS-E8-PO7
Concept 2: Early Civilizations    Pre 1500		
	No performance objectives at this grade.	
Concept 3: Exploration and Colonization    1500s – 1700s		
	No performance objectives at this grade.	
Concept 4: Revolution and New Nation    1700s – 1820		
	No performance objectives at this grade.	
Concept 5: Westward Expansion    1800 – 1860		
	No performance objectives at this grade.	
Concept 6: Civil War and Reconstruction    1850 – 1877		
SS07-S1C6-01	Analyze the factors leading to the Civil War: a. role of abolitionists and Underground Railroad b. Sectionalism and States' Rights c. Westward expansion d. Missouri and 1850 Compromises e. Dred Scott Decision f. Kansas-Nebraska Act	1SS-E19-PO3 1SS-E21-PO1 1SS-E21-PO2 1SS-E21-PO3 1SS-E21-PO4 1SS-E21-PO5

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## Grade 7

SS07-S1C6-02	Determine the significance of the following events of the Civil War: a. firing on Fort Sumter b. major battles – Bull Run, Antietam, Vicksburg, Gettysburg c. Enactment of the Emancipation Proclamation d. Sherman’s march e. surrender at Appomattox	1SS-E22-PO3 1SS-E22-PO5
SS07-S1C6-03	Describe significance of the following individuals or groups in the Civil War: a. political leaders (i.e., Abraham Lincoln, Jefferson Davis) b. military leaders (e.g., Robert E. Lee, Ulysses S. Grant, William Tecumseh Sherman, Thomas “Stonewall” Jackson) c. role of African - Americans d. role of Women	1SS-E22-PO2 1SS-E22-PO4
SS07-S1C6-04	Analyze the impact of the Civil War on the following personal, social, and economic aspects of American life: a. Americans fighting Americans b. high casualties caused by disease and the type of warfare c. widespread destruction of American property d. change in status of freed slaves e. value of railroads and industry	1SS-E22-PO1
SS07-S1C6-05	Describe the impact of various events and movements that influenced Reconstruction: a. Lincoln’s assassination b. Ku Klux Klan and the development of Jim Crow laws c. Freedmen’s Bureau d. Civil War Constitutional Amendments e. industrialization	1SS-E23-PO1 1SS-E23-PO2 1SS-E23-PO4
SS07-S1C6-06	Describe the basic provisions of the Thirteenth, Fourteenth, and Fifteenth Amendments.	1SS-E23-PO3
<b>Concept 7: Emergence of the Modern United States 1875 – 1929</b>		
SS07-S1C7-01	Examine the reasons why people emigrated from their homelands to settle in the United States during the late 19 <sup>th</sup> century.	†
SS07-S1C7-02	Describe how the United States was positively and negatively affected by factors and events resulting from the arrival of a large numbers of immigrants.	†

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## Grade 7

SS07-S1C7-03	Discuss how the Industrial Revolution in the United States was supported by multiple factors: (e.g. geographic security, abundant natural resources, innovations in technology, available labor, global markets).	†
SS07-S1C7-04	Discuss the relationship between immigration and industrialization.	†
SS07-S1C7-05	Analyze the impact of industrialization on the United States: a. rural to urban migration b. factory conditions c. unions d. influence of big businesses	†
SS07-S1C7-06	Describe the following Progressive Reforms that resulted from the Industrial Revolution: a. labor unions b. Women's Suffrage c. trust busting d. conservation of natural resources e. Temperance Movement	1SS-E19-PO4
SS07-S1C7-07	Describe how innovations of the Industrial Revolution (e.g., manufacturing, textiles, transportation, improvements) contributed to U.S. growth and expansion.	†
SS07-S1C7-08	Identify the following groups' contributions to the changing social and political structure of the United States: a. labor Leaders (e.g., Samuel Gompers, Mother Jones) b. social reformers (e.g., Susan B. Anthony, Elizabeth Cady Stanton) c. industrialists (e.g., Andrew Carnegie, John D. Rockefeller) d. inventors (e.g., Thomas Edison, Henry Ford) e. Populists (e.g., William Jennings Bryan) f. financiers (e.g., J.P. Morgan, Jay Gould)	†
SS07-S1C7-09	Describe the following factors that fostered the growth of American imperialism during the late 19 <sup>th</sup> and early 20 <sup>th</sup> Centuries: a. desire for military strength b. interest in new markets c. need for inexpensive source of raw materials	†
SS07-S1C7-10	Analyze the United States' expanding role in the world during the late 19 <sup>th</sup> and early 20 <sup>th</sup> Centuries: a. Spanish American War b. Panama Canal c. Alaska and Hawaii d. Open Door Policy e. China – Boxer Rebellion	†

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## Grade 7

SS07-S1C7-11	Describe major factors in Arizona history (e.g., territorial status, mining, constitutional convention) leading to statehood.	†
SS07-S1C7-12	Describe the following events that led to United States involvement in World War I: a. shift away from isolationism b. sinking of the Lusitania c. Zimmermann Telegram	†
SS07-S1C7-13	Describe important events associated with World War I: a. anti-German feelings in the United States b. passing of the Selective Service Act c. migration of African-Americans to the north d. Wilson's Fourteen Points e. controversy over the Treaty of Versailles	†
<b>Concept 8: Great Depression and World War II 1929 – 1945</b>		
SS07-S1C8-01	Identify economic policies and factors (e.g., unequal distribution of income, weaknesses in the farm sector, buying on margin, stock market crash) that led to the Great Depression.	†
SS07-S1C8-02	Determine the impact of natural and manmade crises (e.g., unemployment, food lines, the Dust Bowl and the western migration of Midwest farmers) of the Great Depression.	†
SS07-S1C8-03	Describe how the following New Deal programs affected the American people: a. works programs (e.g., WPA, CCC, TVA) b. farm subsidies c. social security	†
SS07-S1C8-04	Describe how Pearl Harbor led to United States involvement in World War II.	†
SS07-S1C8-05	Describe the impact of World War II on economic recovery from the Great Depression.	†
<b>Concept 9: Postwar United States 1945 – 1970s</b>		
	No performance objectives at this grade.	
<b>Concept 10: Contemporary United States 1970s – Present</b>		
SS07-S1C10-01	<i>Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</i>	†

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## Grade 7

SS07-S1C10-02	<i>Identify the connection between current and historical events and issues studied at this grade level using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</i>	†
SS07-S1C10-03	<i>Describe how key political, social, geographic, and economic events of the late 20th century and early 21st century affected, and continue to affect, the United States.</i>	†

Social Studies Standard Articulated by Grade Level		2000 Arizona Academic Content Standard: Social Studies
Strand 2: World History		
Concept 1: Research Skills for History		
Coding	Performance Objective	
SS07-S2C1-01	<i>Construct charts, graphs, and narratives using historical data.</i>	1SS-E8-PO1
SS07-S2C1-02	<i>Interpret historical data displayed in graphs, tables, and charts.</i>	1SS-E8-PO1
SS07-S2C1-03	<i>Construct timelines (e.g., presidents/world leaders, key events, people.) of the historical era being studied.</i>	1SS-E8-PO2
SS07-S2C1-04	<i>Formulate questions that can be answered by historical study and research.</i>	1SS-E8-PO3
SS07-S2C1-05	Describe the relationship between a primary source document and a secondary source document.	1SS-E8-PO4
SS07-S2C1-06	<i>Determine the credibility of primary and secondary sources.</i>	1SS-E8-PO5
SS07-S2C1-07	<i>Analyze cause and effect relationships between and among individuals and/or historical events.</i>	1SS-E8-PO8
SS07-S2C1-08	Describe two points of view on the same historical event.	1SS-E8-PO7
Concept 2: Early Civilizations		
	No performance objectives at this grade.	
Concept 3: World in Transition		
	No performance objectives at this grade level	
Concept 4: Renaissance and Reformation		
	No performance objectives at this grade level	
Concept 5: Encounters and Exchange		
	No performance objectives at this grade level	

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## Grade 7

<b>Concept 6: Age of Revolution</b>		
SS07-S2C6-01	Describe how innovations and inventions during the Industrial Revolution impacted industry, manufacturing, and transportation.	†
SS07-S2C6-02	Determine the effect of the Industrial Revolution on the Western World: a. growth of cities b. rise of middle class c. spread of industrialism d. rise of imperialism e. foundation for future technological advances f. labor issues	†
<b>Concept 7: Age of Imperialism</b>		
SS07-S2C7-01	Describe the effects of the following factors on the rise of imperialism: a. increased need for raw materials b. increased need for consumers c. nationalism – countries increased power	†
SS07-S2C7-02	Describe how areas in the world (e.g., Africa, India, China) were impacted by the imperialism of European countries.	†
SS07-S2C7-03	Describe how industrialization in Japan led to its rise as a world power.	†
SS07-S2C7-04	Describe the impact of American interests in the following areas during the late 19 <sup>th</sup> century and the early 20 <sup>th</sup> century: a. Philippines, Cuba, b. Puerto Rico and the Spanish American War c. China and the Boxer Rebellion d. Colombia and the building of the Panama Canal e. Hawaiian annexation	†
<b>Concept 8: World at War</b>		
SS07-S2C8-01	Explain how the following world movements led to World War I: a. militarism b. Imperialism c. Nationalism d. formation of alliances	†

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## Grade 7

SS07-S2C8-02	Summarize the outcomes of World War I: a. Treaty of Versailles (e.g., restrictions on Germany, end of the Ottoman Empire, redrawing of European boundaries) b. economic issues (e.g., national debt, spread of socialism)	†
SS07-S2C8-03	Describe the rise of totalitarianism in Europe following World War I: a. Italy under Mussolini b. Germany under Hitler c. Soviet Union under Stalin	†
<b>Concept 9: Contemporary World</b>		
SS07-S2C9-01	<i>Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</i>	†
SS07-S2C9-02	Identify the connection between current and historical events and issues identified in Concept 8 above using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	†
SS07-S2C9-03	Analyze how world events of the late 20 <sup>th</sup> Century and early 21 <sup>st</sup> Century (e.g., terrorism, globalization, conflicts, interdependence, natural disasters, advancements in science and technology, environmental issues) affected, and continue to affect, the social, political, geographic and economic climate of the world.	†
SS07-S2C9-04	Compare the economic, political, and social aspects of a country identified in Concept 8 above during the first half of the 20th century to its contemporary economic, political, and social aspects.	†

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Grade 7

Social Studies Standard Articulated by Grade Level		2000 Arizona Academic Content Standard: Social Studies
Strand 3: Civics/Government		
Concept 1: Foundations of Government		
Coding	Performance Objective	
SS07-S3C1-01	Analyze the significance of the principles and ideals of the following documents: a. Bill of Rights (as related to specific time periods) b. Emancipation Proclamation	2SS-E3-PO5 2SS-E5-PO1 2SS-E5-PO2 2SS-E5-PO3
SS07-S3C1-02	Analyze Arizona’s transition from territory to statehood: a. locations of capital b. founding people c. Arizona’s constitution	†
Concept 2: Structure of Government		
SS07-S3C2-01	Describe how the powers of checks and balances are used in the following: a. impeachment b. declaring war c. treaties d. veto e. judicial review	†
Concept 3: Functions of Government		
SS07-S3C3-01	Analyze the significance of the following judicial decisions: a. Dred Scott b. Plessy v. Ferguson c. Scopes Trial	†
SS07-S3C3-02	Identify the government’s role in progressive reforms (e.g., women’s suffrage, labor unions, temperance movement, civil rights).	†
Concept 4: Rights, Responsibilities, and Roles of Citizenship		
SS07-S3C4-01	Describe the benefits of community service.	†
SS07-S3C4-02	<i>Discuss the character traits (e.g., respect, responsibility, fairness, involvement) that are important to the preservation and improvement of constitutional democracy in the United States.</i>	†
SS07-S3C4-03	Describe the importance of citizens being actively involved in the democratic process (i.e., voting, student government, involvement in political decision making, analyzing issues, petitioning public officials).	2SS-E7-PO2

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## Grade 7

SS07-S3C4-04	Explain the obligations and responsibilities of citizenship: a. upholding the Constitution b. obeying the law c. paying taxes d. registering for selective service e. jury duty	2SS-E7-PO1
SS07-S3C4-05	Describe the impact of Constitutional Amendments and laws (i.e., Thirteenth, Fourteenth, Fifteenth, Eighteenth, Nineteenth, Twenty-first, Amendments and Jim Crow Laws, Black Codes, Dawes Act) that came about during the historical time periods studied.	†
<b>Concept 5: Government Systems of the World</b>		
SS07-S3C5-01	Discuss how negotiations with foreign governments have led to the development of foreign policy initiatives (e.g., Treaty of Versailles, Fourteen Points, League of Nations).	†
SS07-S3C5-02	Compare different types of governments: a. dictatorship b. totalitarian c. monarchies	†

Social Studies Standard Articulated by Grade Level		2000 Arizona Academic Content Standard: Social Studies
Strand 4: Geography		
Concept 1: The World in Spatial Terms		
Coding	Performance Objective	
SS07-S4C1-01	<i>Construct maps, charts, and graphs to display geographic information.</i>	3SS-E4-PO3
SS07-S4C1-02	<i>Identify purposes and differences of maps, globes, aerial photographs, charts, and satellite images.</i>	3SS-E4-PO2
SS07-S4C1-03	<i>Interpret maps, charts, and geographic databases using geographic information.</i>	3SS-E4-PO3
SS07-S4C1-04	Locate physical and cultural features (e.g., continents, cities, countries, significant waterways, mountain ranges, climate zones, major water bodies, landforms) throughout the world.	3SS-E4-PO5
SS07-S4C1-05	Interpret thematic maps, graphs, charts, and databases depicting various aspects of the United States and world regions. (Apply to regions studied.)	3SS-E4-PO6
Concept 2: Places and Regions		

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## Grade 7

SS07-S4C2-01	Describe the human and physical characteristics of places and regions.	3SS-E5-PO1
SS07-S4C2-02	Explain the concept of regions and why they change.	3SS-E5-PO2
SS07-S4C2-03	Compare the historical and contemporary interactions among people in different places and regions.	3SS-E5-PO3
SS07-S4C2-04	Describe how a place changes over time. (Connect with content studied.)	3SS-E5-PO2
<b>Concept 3: Physical Systems - Science Strands are summarized below as they apply to Social Studies content in Grades K-8.</b>		
Connect with: Science Strand 3 Concept 1	Analyze environmental benefits and risks of human interactions.	†
Connect with: Science Strand 4 Concept 3	Analyze relationships in the environment (food chains, food webs, carrying capacity, problems associated with population growth, and environmental factors) affecting living organisms.	4SC-E7
Connect with: Science Strand 6 Concept 1	Describe the basic properties of earth materials (rocks, fossils, layers of the earth) and how change over time is estimated.	6SC-E3
Connect with: Science Strand 6 Concept 2	Relate plate tectonics to the resulting landforms and earthquakes.	6SC-E5
Connect with: Science Strand 6 Concept 3	Explain the relationships between the Earth and other objects in the solar system.	6SC-E1
<b>Concept 4: Human Systems</b>		
SS07-S4C4-01	Discuss the implications of the demographic structure of places and regions.	3SS-E6-PO1
SS07-S4C4-02	Describe the push and pull factors (e.g., need for raw materials, enslavement, employment opportunities, impact of war, religious freedom, political freedom) that cause human migrations.	3SS-E6-PO2
SS07-S4C4-03	Describe the effects of human migration (e.g., imperialism, quota system, changing of political boundaries, multiculturalism) in the U.S. and regions of the world.	3SS-E6-PO2
SS07-S4C4-04	Analyze how social (e.g., family), physical (e.g., good climate, farmland, water, minerals), and economic resources (e.g., jobs) influence where human populations choose to live.	3SS-E6-PO3

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## Grade 7

SS07-S4C4-05	Analyze the effects of settlement (e.g., quality of life, transportation, population density) on places.	3SS-E6-PO3
SS07-S4C4-06	Describe the distributions and patterns of cultural characteristics (e.g., religions, language, standards of living) over time.	3SS-E6-PO4
SS07-S4C4-07	Describe the factors (e.g., nearness to transportation routes, markets, raw materials, and labor force) that influence the location, distribution and interrelationships of economic activities in different places and world regions.	3SS-E6-PO5
SS07-S4C4-08	Explain how cooperation and conflict contribute to political, economic and social activities.	3SS-E6-PO6
SS07-S4C4-09	Identify cultural aspects (e.g., literacy rates, occupations, property rights) based on social and political factors	3SS-E6-PO7
SS07-S4C4-10	<i>Describe how changes in technology, transportation, communication, and resources affect the location of economic activities in places and world regions.</i>	3SS-E6-PO8
<b>Concept 5: Environment and Society</b>		
SS07-S4C5-01	Identify the physical processes (e.g., conservation of natural resources, mining, water distribution in Arizona) that influence the formation and location of resources.	3SS-E7-PO1
SS07-S4C5-02	Describe the consequences of natural hazards (e.g., Dust Bowl hurricanes, droughts, earthquakes).	3SS-E7-PO2
SS07-S4C5-03	Describe how humans modify environments (e.g., conservation, deforestation, dams) and adapt to the environment.	3SS-E7-PO3 3SS-E7-PO6
SS07-S4C5-04	Describe the positive and negative outcomes of human modification on the environment.	3SS-E7-PO4
SS07-S4C5-05	Explain how modification in one place (e.g., canals, dams, farming techniques, industrialization). often leads to changes in other locations.	3SS-E7-PO5
SS07-S4C5-06	Describe the ways human population growth can affect environments and the capacity of environments to support populations.	†
SS07-S4C5-07	Compare different points of view and research on environmental issues (e.g., land use natural resources, wildlife, biomes).	3SS-E7-PO7
<b>Concept 6: Geographic Applications</b>		

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SS07-S4C6-01	Describe ways geographic features and conditions influence history. (Connect to time periods studied as well as current events.)	3SS-E8-PO1
SS07-S4C6-02	Describe how environments (e.g., Sun Belt, urban areas) influence living conditions.	3SS-E8-PO1
SS07-S4C6-03	<i>Use geographic knowledge and skills (e.g., recognizing patterns, mapping, graphing) when discussing current events.</i>	3SS-E8-PO3

Social Studies Standard Articulated by Grade Level		2000 Arizona Academic Content Standard: Social Studies
Strand 5: Economics		
Concept 1: Foundations of Economics		
Coding	Performance Objective	
SS07-S5C1-01	Explain how limited resources and unlimited human wants cause people to choose some things and give up others.	4SS-E4-PO1
SS07-S5C1-02	Analyze how scarcity, opportunity costs, and trade-offs influence decision making.	4SS-E4-PO2 4SS-E4-PO4
SS07-S5C1-03	Identify how governments and businesses make choices based on the availability of resources.	4SS-E4-PO3
SS07-S5C1-04	Describe the characteristics of a market economy: a. property rights b. freedom of enterprise c. competition d. consumer choice e. limited role of government	4SS-E7-PO1
Concept 2: Microeconomics		
SS07-S5C2-01	Identify the functions and relationships among various institutions (e.g., business firms, banks, government agencies, labor unions, and corporations) that make up an economic system.	4SS-E7-PO6
SS07-S5C2-02	Describe how (private) investment in human capital such as health (e.g. immunizations), education (e.g., college), and training of people (e.g., on the job experience), leads to economic growth.	4SS-E8-PO1
SS07-S5C2-03	Describe how investment in physical capital (e.g., factories, machinery, new technology) leads to economic growth.	4SS-E8-PO2

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SS07-S5C2-04	Describe the role of entrepreneurs (e.g., Carnegie, Ford, Rockefeller, J. P. Morgan, and Vanderbilt) in the free enterprise system.	4SS-E8-PO3
SS07-S5C2-05	Describe the function of private business in producing goods and services.	†
SS07-S5C2-06	Describe how the interaction between buyers and sellers determines market prices.	4SS-E7-PO2
SS07-S5C2-07	Explain how the (unequal) distribution of income affects public policy and standards of living.	4SS-E7-PO7
SS07-S5C2-08	Describe the government's investment in human capital: a. health b. education c. training of people	4SS-E8-PO1
SS07-S5C2-09	Describe the government's investment in physical capital. (e.g., NASA, transportation).	4SS-E8-PO2
SS07-S5C2-10	Describe the government's role in economic recovery for the individual. (e.g., farm subsidy, securities, Social Security and exchange regulations).	†
<b>Concept 3: Macroeconomics</b>		
SS07-S5C3-01	Describe the effects of inflation (e.g., higher prices, rising interest rates, less business activity) on society.	†
SS07-S5C3-02	Analyze the effects (e.g., inflation, unemployment) of the Great Depression	†
SS07-S5C3-03	Analyze the government's role (e.g., FDIC, Securities and Exchange Commission) in national economic recovery.	†
SS07-S5C3-04	Describe how scarcity influences the choices (e.g., war time rationing, women in the work force, reallocation of resources) made by governments and businesses.	4SS-E4-PO3
<b>Concept 4: Global Economics</b>		
SS07-S5C4-01	Explain how voluntary exchange benefits buyers and sellers.	4SS-E7-PO5
SS07-S5C4-02	Identify the patterns of economic interaction (e.g., national debt, balance of trade) between countries.	†
<b>Concept 5: Personal Finance</b>		
SS07-S5C5-01	Describe how scarcity influenced the historical times studied.	4SS-E7-PO2

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## Grade 7

SS07-S5C5-02	Describe how scarcity influences personal financial choices (e.g., buying on-margin, budgeting, saving, investing, and credit).	4SS-E4-PO4
SS07-S5C5-03	Describe how income for most people is determined by the value of the goods and services they sell.	4SS-E7-PO7
SS07-S5C5-04	Describe types of personal investments (e.g., saving accounts, stocks, bonds).	†

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## Grade 8

Social Studies Standard Articulated by Grade Level		2000 Arizona Academic Content Standard: Social Studies
Strand 1: American History		
Concept 1: Research Skills for History		
Coding	Performance Objective	
SS08-S1C1-01	<i>Construct charts, graphs, and narratives using historical data.</i>	1SS-E8-PO1
SS08-S1C1-02	<i>Interpret historical data displayed in graphs, tables, and charts.</i>	1SS-E8-PO1
SS08-S1C1-03	<i>Construct timelines (e.g., presidents/ world leaders, key events, people)of the historical era being studied.</i>	1SS-E8-PO2
SS08-S1C1-04	<i>Formulate questions that can be answered by historical study and research.</i>	1SS-E8-PO3
SS08-S1C1-05	Describe the difference between a primary source document and a secondary source document and the relationships between them.	1SS-E8-PO4
SS08-S1C1-06	<i>Determine the credibility of primary and secondary sources</i>	1SS-E8-PO5
SS08-S1C1-07	<i>Analyze cause and effect relationships between and among individuals and/or historical events.</i>	1SS-E8-PO8
SS08-S1C1-08	Analyze two points of view on the same historical event.	1SS-E8-PO7
Concept 2: Early Civilizations    Pre 1500		
	No performance objectives at this grade.	
Concept 3: Exploration and Colonization    1500s – 1700s		
	No performance objectives at this grade.	
Concept 4: Revolution and New Nation    1700s – 1820		
SS08-S1C4-01	Analyze the following events which led to the American Revolution: a. Tea Act b. Stamp Act c. Boston Massacre d. Intolerable Acts e. Declaration of Independence	1SS-E16-PO1 1SS-E16-PO2
SS08-S1C4-02	Describe the significance of key events of the Revolutionary War: a. major battles (e.g., Lexington, Saratoga, Trenton) b. aid from France c. surrender at Yorktown	1SS-E16-PO1

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## Grade 8

SS08-S1C4-03	Describe the impact of the following key individuals on the Revolutionary War: a. Benjamin Franklin b. Thomas Jefferson c. George Washington d. Patrick Henry e. Thomas Paine f. King George III	†
SS08-S1C4-04	Describe the significance of the following documents: a. Declaration of Independence b. Articles of Confederation c. Constitution d. Bill of Rights	1SS-E16-PO3 1SS-E17-PO1
SS08-S1C4-05	Explain the influence of the following individuals in the establishment of a new government a. Thomas Jefferson b. James Madison c. John Adams d. Benjamin Franklin	1SS-E17-PO3
SS08-S1C4-06	Describe how one nation evolved from thirteen colonies: a. Constitutional Convention b. George Washington's presidency c. creation of political parties (e.g., Federalists, Whigs, Democratic-Republicans).	1SS-E17-PO2 1SS-E17-PO4 1SS-E18-PO1 1SS-E18-PO3
<b>Concept 5: Westward Expansion 1800 – 1860</b>		
	No performance objectives at this grade.	
<b>Concept 6: Civil War and Reconstruction 1850 – 1877</b>		
	No performance objectives at this grade.	
<b>Concept 7: Emergence of the Modern United States 1875 – 1929</b>		
	No performance objectives at this grade.	
<b>Concept 8: Great Depression and World War II 1929 – 1945</b>		
SS08-S1C8-01	Review the impact of the Great Depression on the United States.	†
SS08-S1C8-02	Describe how Pearl Harbor led to United States involvement in World War II.	†
SS08-S1C8-03	Describe the impact of World War II on economic recovery from the Great Depression.	†

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## Grade 8

SS08-S1C8-04	Explain how the following factors affected the U.S. home front during World War II: a. war bond drives b. war industry c. women and minorities in the work force d. rationing e. internment of Japanese-, German-, and Italian - Americans	†
SS08-S1C8-05	Describe Arizona's contributions to the war effort: a. Native American Code Talkers b. Ira Hayes c. mining d. training bases e. POW and internment camps	†
SS08-S1C8-06	Summarize the United States' role in the following events: a. D-day invasion b. battles of the Pacific c. development and use of the atomic bomb d. V-E Day / V-J Day	†
SS08-S1C8-07	Analyze the following individuals' significance to World War II: a. Franklin D. Roosevelt b. Dwight Eisenhower c. George Patton d. Douglass MacArthur e. Harry Truman f. Eleanor Roosevelt	†
<b>Concept 9: Postwar United States 1945 – 1970s</b>		
SS08-S1C9-01	Describe the following origins of the Cold War: a. Western fear of communist expansion b. Soviet fear of capitalist influences c. development of nuclear weapons d. Truman Doctrine	†
SS08-S1C9-02	Describe the impact of the Cold War on the United States: a. McCarthyism b. arms race c. space race d. Cuban Missile Crisis e. creation of the CIA	†
SS08-S1C9-03	Identify the role of the United States in the Korean War: a. Communist containment b. military involvement c. resolution of conflict	†

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## Grade 8

SS08-S1C9-04	Identify the role of the United States in the Vietnam Conflict: a. containment of Communism – Domino Theory b. Gulf of Tonkin Resolution c. Tet Offensive d. anti-war protests e. Vietnam Peace Accords	†
SS08-S1C9-05	Describe life (e.g., transportation, communication, technology, medical, entertainment, growth of suburbs) in the U.S. during the Post War period.	†
SS08-S1C9-06	Describe the importance of the following civil rights issues and events: a. Jim Crow Laws b. nonviolent protests c. desegregation d. Civil Rights Act of 1964 e. Voting Rights Act of 1965	†
<b>Concept 10: Contemporary United States 1970s – Present</b>		
SS08-S1C10-01	Describe events (e.g., opening of foreign relations with China, Watergate, resignation) of the presidency of Richard Nixon.	†
SS08-S1C10-02	Describe events (e.g., succession to presidency, pardoning of Nixon) of the presidency of Gerald Ford.	†
SS08-S1C10-03	Describe events (e.g., Camp David Peace Accords, Iran Hostage Crisis) of the presidency of Jimmy Carter.	†
SS08-S1C10-04	Describe events (e.g., Star Wars, Iran-Contra Affair) of the presidency of Ronald Reagan.	†
SS08-S1C10-05	Describe events (e.g., Persian Gulf War, Berlin Wall Falls) of the presidency of George H.W. Bush.	†
SS08-S1C10-06	Describe events (e.g., economic growth, impeachment) of the presidency of William Clinton.	†
SS08-S1C10-07	Describe events (e.g., September 11 Terrorist Attacks, Afghanistan, Iraq War) of the presidency of George W. Bush.	†
SS08-S1C10-08	<i>Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</i>	†

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## Grade 8

SS08-S1C10-09	<i>Identify the connection between current and historical events and issues studied at this grade level using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</i>	†
SS08-S1C10-010	<i>Describe how key political, social, geographic and economic events of the late 20th century and early 21st century affected, and continue to affect, the United States.</i>	†

Social Studies Standard Articulated by Grade Level		2000 Arizona Academic Content Standard: Social Studies
Strand 2: World History		
Concept 1: Research Skills for History		
Coding	Performance Objective	
SS08-S2C1-01	<i>Construct charts, graphs and narratives using historical data.</i>	1SS-E8-PO1
SS08-S2C1-02	<i>Interpret historical data displayed in graphs, tables, and charts.</i>	1SS-E8-PO1
SS08-S2C1-03	<i>Construct timelines (e.g., presidents/ world leaders, key events, people) of the historical era being studied.</i>	1SS-E8-PO2
SS08-S2C1-04	<i>Formulate questions that can be answered by historical study and research.</i>	1SS-E8-PO3
SS08-S2C1-05	Describe the difference between a primary source document and a secondary source document and the relationships between them.	1SS-E8-PO4
SS08-S2C1-06	<i>Determine the credibility of primary and secondary sources</i>	1SS-E8-PO5
SS08-S2C1-07	<i>Analyze cause and effect relationships between and among individuals and/or historical events.</i>	1SS-E8-PO8
SS08-S2C1-08	Analyze two points of view on the same historical event.	1SS-E8-PO7
Concept 2: Early Civilizations		
	No performance objectives at this grade.	
Concept 3: World in Transition		
	No performance objectives at this grade level	
Concept 4: Renaissance and Reformation		
	No performance objectives at this grade level	
Concept 5: Encounters and Exchange		

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## Grade 8

	No performance objectives at this grade level	
<b>Concept 6: Age of Revolution</b>		
	No performance objectives at this grade level	
<b>Concept 7: Age of Imperialism</b>		
	No performance objectives at this grade level	
<b>Concept 8: World at War</b>		
SS08-S2C8-01	Review the rise of totalitarianism in Europe following World War I.	†
SS08-S2C8-02	Analyze the major causes of World War II: a. aggressive search for resources by Japan b. political ideologies of Fascism and Nazism c. resentment toward the Treaty of Versailles	†
SS08-S2C8-03	Trace the series of invasions and conquests in the European and Pacific Theaters in World War II.	†
SS08-S2C8-04	Describe the following events leading to the Allied victory: a. D-Day Invasion b. Battle of the Bulge c. Japanese defeat in Iwo Jima and Okinawa d. atomic bombing of Hiroshima and Nagasaki	†
SS08-S2C8-05	Describe how racism and intolerance contributed to the Holocaust.	†
SS08-S2C8-06	Summarize each of the following outcomes of World War II: a. redrawing of political boundaries in Europe b. tensions leading to Cold War c. formation of the United Nations d. beginning of atomic age rebuilding of Japan	†
SS08-S2C8-07	Compare the rebuilding of Japan with the rebuilding of Germany following World War II.	†
SS08-S2C8-08	Describe the following events resulting from World War II: a. Nuremburg Trial b. Marshall Plan c. NATO / Warsaw Pact d. creation of United Nations e. creation of Israel	†

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## Grade 8

SS08-S2C8-09	Describe the spread of Communism after World War II: a. China – Mao Tse-tung and Chinese Revolution b. Korea – 38 <sup>th</sup> parallel and division of country c. Cuba – Fidel Castro and Cuban Missile Crisis d. Vietnam – Ho Chi Minh	†
SS08-S2C8-10	Describe the impact of the Cold War (i.e., creation of the Iron Curtain, arms race, space race) that led to global competition.	†
SS08-S2C8-11	Describe the following events of the Korean War: a. Chinese involvement b. U.N. police actions c. containment of Communism d. partition of Korea at the 38 <sup>th</sup> Parallel	†
SS08-S2C8-12	Describe how the following impacted the Vietnam War: a. historical relationship of China and Vietnam b. French Indochina War c. containment of Communism d. Ho Chi Minh Trail e. conflict resolution	†
SS08-S2C8-13	Examine the fall of Communism and the unification of European nations: a. Germany – reunification, Berlin Wall torn down b. Russia – Gorbachev, Glasnost and Perestroika c. Union of Soviet Socialist Republics – countries regained independence d. European Union formed	†
SS08-S2C8-14	Describe the following events in the Middle East during the 20 <sup>th</sup> and 21 <sup>st</sup> centuries: a. creation of Israel b. conflicts between Israeli and Palestinian governments c. Camp David Peace Treaty d. Persian Gulf War e. Iraq War	†
SS08-S2C8-15	Compare independence movements in various parts of the world (e.g., India/ Pakistan, Latin America, Africa, Asia) during the 20 <sup>th</sup> century.	†
SS08-S2C8-16	Examine human rights issues during the 20 <sup>th</sup> century (e.g., Apartheid, genocide, famine, disease).	†
<b>Concept 9: Contemporary World</b>		
SS08-S2C9-01	<i>Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</i>	†

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## Grade 8

SS08-S2C9-02	Identify the connection between current and historical events and issues studied at this grade level using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	†
SS08-S2C9-03	Analyze how world events of the late 20 <sup>th</sup> Century and early 21 <sup>st</sup> Century affected, and continue to affect, the social, political, geographic and economic climate of the world (e.g., terrorism, globalization, conflicts, interdependence, natural disasters, advancements in science and technology and environmental issues).	†

Social Studies Standard Articulated by Grade Level		2000 Arizona Academic Content Standard: Social Studies
Strand 3: Civics/Government		
Concept 1: Foundations of Government		
Coding	Performance Objective	
SS08-S3C1-01	Describe how the following philosophies and documents influenced the creation of the Constitution: a. Magna Carta b. English Bill of Rights c. Montesquieu’s separation of power d. John Locke’s theories – natural law, social contract e. Mayflower Compact f. Declaration of Independence g. Articles of Confederation	2SS-E3-PO1 2SS-E3-PO2 2SS-E3-PO3 2SS-E3-PO4
SS08-S3C1-02	Analyze the purpose (e.g., weaknesses of the Articles of Confederation) and outcome (e.g., compromises) of the Constitutional Convention.	1SS-E17-PO2
SS08-S3C1-03	Analyze the struggle (e.g., Federalists’ Papers, Bill of Rights) between the federalists and the anti-federalists over the ratification of the Constitution.	1SS-E17-PO4 2SS-E3-PO5
Concept 2: Structure of Government		
SS08-S3C2-01	Describe the following principles on which the Constitution (as the Supreme Law of the Land) was founded: a. federalism (enumerated, reserved, concurrent powers) b. popular sovereignty c. Separation of Powers d. checks and balances e. limited government f. flexibility - Elastic Clause, amendment process	2SS-E3-PO6 2SS-E4-PO1 2SS-E4-PO2
SS08-S3C2-02	Differentiate the roles and powers of the three branches of the federal government.	2SS-E4-PO2

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## Grade 8

SS08-S3C2-03	Explain the electoral process (e.g., primary and general elections, electoral college).	†
SS08-S3C2-04	Explain how a candidate can be elected president (e.g., Adams-Jackson, Hayes-Tilden, Bush-Gore) without receiving a majority of popular vote.	†
SS08-S3C2-05	Describe the line of succession to the presidency as stated in the 25 <sup>th</sup> Amendment.	†
<b>Concept 3: Functions of Government</b>		
SS08-S3C3-01	Compare the ways the federal and Arizona governments operate: a. three branches b. Constitution c. election process (e.g., congressional and legislative districts, propositions, voter registration)	2SS-E6-PO1 2SS-E6-PO4 2SS-E3-PO3
SS08-S3C3-02	Compare the process of how a bill becomes a law at the federal and state level.	†
SS08-S3C3-03	Describe the following forms of direct democracy in Arizona: a. initiative b. referendum c. recall process	2SS-E6-PO2
SS08-S3C3-04	Compare the roles and relationships of different levels of government (e.g., federal, state, county, city/town, tribal).	2SS-E6-PO6
SS08-S3C3-05	Describe the significance of the Amendments to the Constitution.	†
SS08-S3C3-06	Compare the adult and juvenile criminal justice systems.	2SS-E6-PO5
SS08-S3C3-07	Summarize the significance of the following Supreme Court cases: a. Marbury v Madison b. Plessy v Ferguson c. Brown v Board of Education d. Gideon v Wainright e. Miranda v Arizona f. Korematsu v. United States	2SS-E4-PO3
SS08-S3C3-08	Describe the impact of the following executive orders and decisions: a. Executive Order 9066 – creation of internment camps on U.S. soil b. Manhattan Project c. use of Atomic Bomb	†

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## Grade 8

SS08-S3C3-09	Describe the impact that the following Acts had on increasing the rights of groups and individuals: a. Civil Rights Act of 1964 b. Voting Rights Act of 1965 c. Indian Rights Act of 1968 d. Americans with Disabilities Act	†
<b>Concept 4: Rights, Responsibilities, and Roles of Citizenship</b>		
SS08-S3C4-01	<i>Describe the benefits of community service.</i>	†
SS08-S3C4-02	<i>Discuss the character traits (e.g., respect, responsibility, fairness, involvement) that are important to the preservation and improvement of constitutional democracy in the United States</i>	†
SS08-S3C4-03	<i>Describe the importance of citizens being actively involved in the democratic process (i.e., voting, student government, involvement in political decision making, analyzing issues, petitioning public officials, Selective Service Act).</i>	2SS-E7-PO2
SS08-S3C4-04	<i>Explain the obligations and responsibilities of citizenship:</i> a. <i>upholding the Constitution</i> b. <i>obeying the law</i> c. <i>paying taxes</i> d. <i>registering for selective service</i> e. <i>jury duty</i>	2SS-E7-PO1
SS08-S3C4-05	Describe the impact that the following had on rights for individuals and groups: a. Jim Crow Laws – literacy test, poll taxes, Grandfather Clause b. Civil Rights Movement (Martin Luther King, Jr., Rosa Parks) c. desegregation - military, schools, transportation, sports d. United Farm Workers (César Chavez) e. National Organization for Women (NOW) – Equal Rights Amendment (ERA)	†
<b>Concept 5: Government Systems of the World</b>		
SS08-S3C5-01	Compare the different world governments and ideologies: a. dictatorship b. totalitarian (fascist, Nazis) c. democracy d. Socialism e. Communism	†

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## Grade 8

SS08-S3C5-02	Explain U.S. and world foreign policies leading to the Cold War: a. Truman Doctrine b. NATO c. Warsaw Pact d. Marshall Plan	†
SS08-S3C5-03	Identify U.S. and world foreign policies (e.g., economic sanctions, arms reduction agreements) resulting from the Cold War.	†

Social Studies Standard Articulated by Grade Level		2000 Arizona Academic Content Standard: Social Studies
Strand 4: Geography		
Concept 1: The World in Spatial Terms		
Coding	Performance Objective	
SS08-S4C1-01	<i>Construct maps, charts, and graphs to display geographic information.</i>	3SS-E4-PO3
SS08-S4C1-02	<i>Identify purposes and differences of maps, globes, aerial photographs, charts, and satellite images.</i>	3SS-E4-PO2
SS08-S4C1-03	<i>Interpret maps, charts, and geographic databases using geographic information.</i>	3SS-E4-PO3
SS08-S4C1-04	<i>Locate physical and cultural features (e.g., continents, cities, countries, bodies of water, landforms, mountain ranges, climate zones) throughout the world.</i>	3SS-E4-PO5
SS08-S4C1-05	<i>Interpret thematic maps, graphs, charts, and databases depicting various aspects of the United States and world regions. (Apply to regions studied.)</i>	3SS-E4-PO6
Concept 2: Places and Regions		
SS08-S4C2-01	Identify common characteristics of contemporary and historical regions on the basis of climate, landforms, ecosystems, and culture.	3SS-E5-PO1
SS08-S4C2-02	Explain the factors that contribute to political and social change in various world regions (e.g., USSR, Israel, European Union, China, Korea, Germany).	3SS-E5-PO2
SS08-S4C2-03	Examine relationships and interactions (e.g., Middle East Conflicts, NATO, European Union) among regions.	3SS-E5-PO3
SS08-S4C2-04	Identify how the role of the media, images, and advertising influence the perception of a place.	3SS-E5-PO4 3SS-E5-PO5

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## Grade 8

SS08-S4C2-05	<i>Describe how a place changes over time. (Connect with content studied.)</i>	3SS-E5-PO2
<b>Concept 3: Physical Systems - Science Strands are summarized below as they apply to Social Studies content in Grades K-8.</b>		
<b>Connect with: Science Strand 3 Concept 1</b>	Analyze risk factors of and possible solutions to chemical and biological hazards.	†
<b>Concept 4: Human Systems</b>		
SS08-S4C4-01	Identify the push and pull factors (e.g., wars, economic conditions, human rights conditions, famines, political strife/wars, natural disasters, changes in technology) that drive human migrations.	3SS-E6-PO2
SS08-S4C4-02	Describe the effects (e.g., economic, environmental, cultural, political) of human migrations on places and regions.	3SS-E6-PO2
SS08-S4C4-03	Describe the characteristics and locations of various cultures throughout the world.	3SS-E6-PO4
SS08-S4C4-04	Identify the factors (e.g., breakup of USSR, unification of Germany, cheap labor forces, outsourcing of services, oil industry) that influence the location, distribution and interrelationships of economic activities in different regions.	3SS-E6-PO5
SS08-S4C4-05	Explain how cooperation contributes to political, economic, and social organization (e.g., United Nations, European Union, NAFTA).	3SS-E6-PO6
SS08-S4C4-06	Describe the aspects of culture (e.g., literacy, occupations, clothing, property rights) related to beliefs and understandings that influence the economic, social, and political activities of men and women.	3SS-E6-PO7
SS08-S4C4-07	Describe how changes in technology, transportation, communication, and resources affect economic development.	3SS-E6-PO8
<b>Concept 5: Environment and Society</b>		
SS08-S4C5-01	Describe how (e.g., deforestation and desertification) humans modify ecosystems.	3SS-E7-PO3
SS08-S4C5-02	Describe why (e.g., resources, economic livelihood) humans modify ecosystems.	3SS-E7-PO3
SS08-S4C5-03	Explain how changes in the natural environment can increase or diminish its capacity to support human activities.	3SS-E7-PO4

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## Grade 8

SS08-S4C5-04	Explain how technology positively and negatively affects the environment.	3SS-E7-PO5
SS08-S4C5-05	Analyze changing ideas and viewpoints on the best use of natural resources (e.g., value of oil, water use, forest management).	3SS-E7-PO7
SS08-S4C5-06	Explain how societies and governments plan for and respond to natural disasters (e.g., evacuation routes, changing farming techniques, warning systems).	†
<b>Concept 6: Geographic Applications</b>		
SS08-S4C6-01	<i>Describe ways geographic features and conditions influence history. (Connect to time periods studied as well as current events.)</i>	3SS-E8-PO1
SS08-S4C6-02	Describe ways different groups of people (Native Americans, Hispanics, retirees) create and shape the same environment.	†
SS08-S4C6-03	<i>Use geographic knowledge and skills (e.g., recognizing patterns, mapping, graphing) when discussing current events.</i>	3SS-E8-PO3

Social Studies Standard Articulated by Grade Level		2000 Arizona Academic Content Standard: Social Studies
Strand 5: Economics		
Concept 1: Foundations of Economics		
Coding	Performance Objective	
SS08-S5C1-01	<i>Explain how limited resources and unlimited human wants cause people to choose some things and give up others.</i>	4SS-E4-PO1
SS08-S5C1-02	<i>Analyze how scarcity, opportunity costs, and trade-offs, influence decision-making.</i>	4SS-E4-PO2
SS08-S5C1-03	Analyze how individuals, governments and businesses make choices based on the availability of resources.	4SS-E4-PO3
SS08-S5C1-04	Apply Adam Smith’s ideas of a market economy to: a. property rights b. freedom of enterprise c. competition d. consumer choice e. limited role of government	4SS-E7-PO1
SS08-S5C1-05	Describe the impact of the availability and distribution of natural resources on an economy.	†

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## Grade 8

<b>Concept 2: Microeconomics</b>		
SS08-S5C2-01	<i>Identify the functions and relationships among various institutions (e.g., business firms, banks, government agencies, labor unions, corporations) that make up an economic system.</i>	4SS-E7-PO6
SS08-S5C2-02	Explain the impact of government investment in human capital: a. health (e.g., immunizations) b. education (e.g., college grants, loans) c. training of people (e.g., Job Corps)	4SS-E8-PO1
SS08-S5C2-03	Explain the impact of government investment in physical capital (e.g., NASA, transportation.)	4SS-E8-PO2
SS08-S5C2-04	Describe how income for most people is determined by the value of the goods and services they sell.	4SS-E7-PO7
SS08-S5C2-05	Describe the impact of entrepreneurs (e.g., Bill Gates, Martha Stewart, Oprah Winfrey, Ted Turner and Donald Trump) in the free enterprise system.	4SS-E8-PO3
SS08-S5C2-06	Analyze how investment in physical capital (e.g., factories, medical advancements, new technologies) leads to economic growth.	4SS-E8-PO2
SS08-S5C2-07	Describe how competition (e.g., Microsoft/Apple, Wal-Mart/Target) affects supply and demand from the vantage point of the consumer and producer.	4SS-E7-PO3 4SS-E7-PO4
SS08-S5C2-08	Describe how market prices provide incentives to buyers and sellers.	4SS-E6-PO2
SS08-S5C2-09	Describe how protection of private property rights provides incentives to conserve and improve property (e.g., resale market).	4SS-E6-PO3
<b>Concept 3: Macroeconomics</b>		
SS08-S5C3-01	Identify the organization and functions of the Federal Reserve System.	†
SS08-S5C3-02	Identify the effects of inflation on society.	†
SS08-S5C3-03	Analyze the government's role in economic recovery.	†
<b>Concept 4: Global Economics</b>		
SS08-S5C4-01	Compare how private property rights differ in market (capitalism) economies versus command (communist) economies.	†

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## Grade 8

SS08-S5C4-02	Identify the effects of trade restrictions between national and world regions.	†
SS08-S5C4-03	Describe the role of the United States government in influencing international commerce in regions studied.	†
SS08-S5C4-04	Identify interdependence (e.g., North American Free Trade Agreement, European Union, International Monetary Fund/ World Bank) between nations.	†
<b>Concept 5: Personal Finance</b>		
SS08-S5C5-01	Explain how scarcity influences personal financial choices. (e.g., budgeting, saving, investing, and credit).	4SS-E4-PO4
SS08-S5C5-02	Describe types of personal investments. (e.g., saving accounts, stocks, mutual funds, bonds, retirement funds, land).	†
SS08-S5C5-03	Describe the role of the stock market in personal investing.	†
SS08-S5C5-04	Describe various forms of credit. (e.g., personal loans, credit cards, lines of credit, mortgages, auto loans).	†
SS08-S5C5-05	Analyze the, advantages, disadvantages and alternatives to consumer credit.	†
SS08-S5C5-06	Analyze the costs and benefits of producing a personal budget.	†
SS08-S5C5-07	Create a personal budget to include fixed and variable expenses.	†
SS08-S5C5-08	Identify the benefits of future financial planning.	†

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## High School

Social Studies Standard Articulated by Grade Level		2000 Arizona Academic Content Standard: Social Studies
Strand 1: American History		
Concept 1: Research Skills for History		
Coding	Performance Objective	
SSHS-S1C1-01	Interpret historical data displayed in maps, graphs, tables, charts, and geologic time scales.	1SS-P1-PO3
SSHS-S1C1-02	Distinguish among dating methods that yield calendar ages (e.g., dendrochronology), numerical ages (e.g., radiocarbon), correlated ages (e.g., volcanic ash), and relative ages (e.g., geologic time).	†
SSHS-S1C1-03	<i>Formulate questions that can be answered by historical study and research.</i>	†
SSHS-S1C1-04	Construct graphs, tables, timelines, charts and narratives to interpret historical data.	†
SSHS-S1C1-05	Evaluate primary and secondary sources for: a. authors' main points b. purpose and perspective c. facts vs. opinions d. different points of view on the same historical event (e.g., Geography Concept 6 – geographical perspective can be different from economic perspective) e. credibility and validity	1SS-P2-PO2 1SS-P2-PO3 1SS-P2-PO4
SSHS-S1C1-06	Apply the skills of historical analysis to current social, political, geographic, and economic issues facing the world.	1SS-P1-PO2 1SS-P3-PO1
SSHS-S1C1-07	Compare present events with past events: a. cause and effect b. change over time c. different points of view	1SS-P1-PO1
Concept 2: Early Civilizations Pre 1500		
SSHS-S1C2-01	Describe Prehistoric Cultures of the North American continent: a. Paleo-Indians, including Clovis, Folsom, and Plano. b. Moundbuilders, including Adena, Hopewell, and Mississippian. c. Southwestern, including Mogollon, Hohokam, and Ancestral Puebloans (Anasazi)	†

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## High School

<b>Concept 3: Exploration and Colonization 1500s – 1700s</b>		
SSHS-S1C3-01	Review the reciprocal impact of resulting from early European contact with exploration on indigenous peoples: a. religious (e.g., conversion attempts) b. economic (e.g., land disputes, trade) c. social (e.g., spread of disease, partnerships) d. food (e.g., corn) e. government (e.g., Iroquois Confederacy, matriarchal leadership, democratic influence)	†
SSHS-S1C3-02	Describe the reasons for colonization of America (e.g., religious freedom, desire for land, economic opportunity, a new life).	†
SSHS-S1C3-03	Compare the characteristics of the New England, Middle, and Southern colonies: a. Colonial governments geographic influences, resources, and economic systems b. religious beliefs and social patterns	†
SSHS-S1C3-04	Describe the impact of key colonial figures (e.g., John Smith, William Penn, Roger Williams Anne Hutchinson, John Winthrop).	†
<b>Concept 4: Revolution and New Nation 1700s – 1820</b>		
SSHS-S1C4-01	Assess the economic, political and social reasons for the American Revolution: a. British attempts to tax and regulate colonial trade as a result of the French and Indian War b. colonists' reaction to British policy ideas expressed in the Declaration of Independence	1SS-P11(1SS-E16)-PO1 1SS-P11(1SS-E16)-PO2 1SS-P11(1SS-E16)-PO3
SSHS-S1C4-02	Analyze the effects of European involvement in the American Revolution on the outcome of the war.	†
SSHS-S1C4-03	Describe the significance of major events in the Revolutionary War: a. Lexington and Concord b. Bunker Hill c. Saratoga d. writing and ratification of the Declaration of Independence e. Yorktown	†
SSHS-S1C4-04	Analyze how the new national government was created: a. Albany Plan of Union influenced by the Iroquois Confederation b. Articles of Confederation c. Constitutional Convention d. struggles over ratification of the Constitution e. creation of the Bill of Rights	1SS-P11(1SS-E17)-PO1 1SS-P11(1SS-E17)-PO2 1SS-P11(1SS-E17)-PO3 1SS-P11(1SS-E17)-PO4

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## High School

SSHS-S1C4-05	Examine the significance of the following in the formation of a new nation: a. presidency of George Washington b. economic policies of Alexander Hamilton c. creation of political parties under Thomas Jefferson and Alexander Hamilton d. establishment of the Supreme Court as a co-equal third branch of government under John Marshall with cases such as Marbury v. Madison.	1SS-P11(1SS-E18)-PO1 1SS-P11(1SS-E18)-PO2 1SS-P11(1SS-E18)-PO3
SSHS-S1C4-06	Examine the experiences and perspectives of the following groups in the new nation: a. property owners b. African Americans c. women d. Native Americans e. indentured servants	†
<b>Concept 5: Westward Expansion 1800 – 1860</b>		
SSHS-S1C5-01	Trace the growth of the American nation during the period of western expansion: a. Northwest Territory b. Louisiana Territory c. Florida d. Texas e. Oregon Country f. Mexican Cession g. Gadsden Purchase h. Alaska	†
SSHS-S1C5-02	Analyze how the following events affected the political transformation of the developing nation: a. Jefferson's Presidency b. War of 1812 c. Jackson's Presidency	†
SSHS-S1C5-03	Identify how economic incentives and geography influenced early American explorations: a. explorers (e.g., Lewis and Clark, Pike, Fremont) b. fur traders c. miners d. missionaries (e.g., Father Kino, Circuit Riders)	†
SSHS-S1C5-04	Describe the impact of European-American expansion on native peoples.	†

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## High School

SSHS-S1C5-05	Describe the impact of the following aspects of the Industrial Revolution on the United States: a. transportation improvements (e.g., railroads, canals, steamboats) b. factory system manufacturing c. urbanization inventions (e.g., telegraph, cotton gin, interchangeable parts)	†
<b>Concept 6: Civil War and Reconstruction 1850 – 1877</b>		
SSHS-S1C6-01	Explain the economic, social, and political causes of the Civil War: a. economic and social differences between the North, South, and West b. balance of power in the Senate (e.g., Missouri and 1850 Compromises) c. extension of slavery into the territories (e.g., Dred Scott Decision, the Kansas-Nebraska Act) d. role of abolitionists (e.g., Frederick Douglass and John Brown) e. debate over popular sovereignty/states rights f. Presidential election of 1860	1SS-P11(1SS-E21)-PO1 1SS-P11(1SS-E21)-PO2 1SS-P11(1SS-E21)-PO3 1SS-P11(1SS-E21)-PO4 1SS-P11(1SS-E21)-PO5
SSHS-S1C6-02	Analyze aspects of the Civil War: a. changes in technology b. importance of resources c. turning points d. military and civilian leaders e. effect of the Emancipation Proclamation f. effect on the civilian populations	1SS-P11(1SS-E22)-PO1 1SS-P11(1SS-E22)-PO2 1SS-P11(1SS-E22)-PO3 1SS-P11(1SS-E22)-PO4 1SS-P11(1SS-E22)-PO5
SSHS-S1C6-03	Analyze immediate and long term effects of Reconstruction in post Civil War America: a. various plans for reconstruction of the South b. Lincoln's assassination c. Johnson's impeachment d. Thirteenth, Fourteenth and Fifteenth Amendments e. resistance to and end of Reconstruction (e.g., Jim Crow laws, KKK, and Compromise of 1877)	1SS-P11(1SS-E23)-PO1 1SS-P11(1SS-E23)-PO2 1SS-P11(1SS-E23)-PO3 1SS-P11(1SS-E23)-PO4
<b>Concept 7: Emergence of the Modern United States 1875 – 1929</b>		

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## High School

SSHS-S1C7-01	Analyze how the following aspects of industrialization transformed the American economy beginning in the late 19 <sup>th</sup> century: a. mass production b. monopolies and trusts (e.g., Robber Barons, Taft-Hartley Act) c. economic philosophies (e.g., laissez faire, Social Darwinism, free silver) d. labor movement (e.g., Bisbee Deportation) e. trade	1SS-P11-PO1 1SS-P11-PO2 1SS-P11-PO3 1SS-P11-PO5
SSHS-S1C7-02	Assess how the following social developments influenced American society in the late nineteenth and early twentieth centuries : a. Civil Rights issues (e.g., Womens' Suffrage Movement, Dawes Act, Indian Schools, lynching, Plessey v. Ferguson) b. changing patterns in Immigration (e.g., Ellis Island, Angel Island, Chinese Exclusion Act, Immigration Act of 1924) c. urbanization and social reform (e.g., health care, housing, food & nutrition, child labor laws) d. mass media (e.g., political cartoons, muckrakers, yellow journalism, radio) e. consumerism (e.g., advertising, standard of living, consumer credit) f. Roaring Twenties (e.g., Harlem Renaissance, leisure time, jazz, changed social mores).	1SS-P11-PO4 1SS-P11-PO6 1SS-P11-PO8 1SS-P14-PO1 1SS-P14-PO2
SSHS-S1C7-03	Analyze events which caused a transformation of the United States during the late nineteenth and early twentieth centuries: a. Indian Wars (e.g., Little Bighorn, Wounded Knee) b. Imperialism (e.g., Spanish American War, annexation of Hawaii, Philippine-American War). c. Progressive Movement (e.g., Sixteenth through Nineteenth Amendments, child labor) d. Teddy Roosevelt (e.g., conservationism, Panama Canal, national parks, trust busting) e. corruption (e.g., Tammany Hall, spoils system) f. World War I (e.g., League of Nations, Isolationism) g. Red Scare/Socialism h. Populism	1SS-P11-PO6 1SS-P11-PO7 1SS-P11-PO8 1SS-P12-PO1 1SS-P12-PO2 1SS-P12-PO3 1SS-P13-PO1 1SS-P13-PO2 1SS-P13-PO3 1SS-P13-PO4 1SS-P13-PO5 1SS-P13-PO6 1SS-P13-PO7
SSHS-S1C7-04	Analyze the effect of direct democracy (initiative, referendum, recall) on Arizona statehood.	†
<b>Concept 8: Great Depression and World War II 1929 – 1945</b>		

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## High School

SSHS-S1C8-01	Describe causes and consequences of the Great Depression: a. economic causes of the Depression (e.g., economic policies of 1920s, investment patterns and stock market crash) b. Dust Bowl (e.g., environmental damage, internal migration) c. effects on society (e.g., fragmentation of families, Hoovervilles, unemployment, business failure, breadlines) d. changes in expectations of government (e.g., New Deal programs)	1SS-P14-PO3 1SS-P14-PO4 1SS-P14-PO5
SSHS-S1C8-02	Describe the impact of American involvement in World War II: a. movement away from isolationism b. economic recovery from the Great Depression c. homefront transformations in the roles of women and minorities d. Japanese, German, and Italian internments and POW camps e. war mobilization (e.g., Native American Code-Talkers, minority participation in military units, media portrayal) f. turning points such as Pearl Harbor, D-Day, Hiroshima/Nagasaki	1SS-P15-PO1 1SS-P15-PO2 1SS-P15-PO3
<b>Concept 9: Postwar United States 1945 – 1970s</b>		
SSHS-S1C9-01	Analyze aspects of America's post World War II foreign policy: a. international activism (e.g., Marshall Plan, United Nations, NATO) b. Cold War (e.g., domino theory, containment, Korea, Vietnam) c. Arms Race (e.g., Cuban Missile Crisis, SALT) d. United States as a superpower (e.g., political intervention and humanitarian efforts)	1SS-P16-PO1 1SS-P16-PO3
SSHS-S1C9-02	Describe aspects of American post-World War II domestic policy: a. McCarthyism b. Civil Rights (e.g., Birmingham, 1964 Civil Rights Act, Voting Rights Act, Constitutional Amendments) c. Supreme Court Decisions (e.g., the Warren and Burger Courts) d. Executive Power (e.g., War Powers Act, Watergate) e. social reforms Great Society and War on Poverty f. Space Race and technological developments	1SS-P16-PO2 1SS-P16-PO4 1SS-P17-PO1 1SS-P17-PO2 1SS-P17-PO3 1SS-P17-PO5 1SS-P18-PO3

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## High School

SSHS-S1C9-03	Describe aspects of post World War II American society: a. postwar prosperity (e.g., growth of suburbs, baby boom, GI Bill) b. popular culture (e.g., conformity v. counter-culture, mass-media) c. protest movements (e.g., anti-war, women's rights, civil rights, farm workers, César Chavez) d. assassinations (e.g., John F. Kennedy, Martin Luther King, Jr., Robert F. Kennedy, Malcolm X) e. shift to increased immigration from Latin America and Asia	1SS-P16-PO5 1SS-P17-PO4 1SS-P17-PO6 1SS-P18-PO2
<b>Concept 10: Contemporary United States 1970s – Present</b>		
SSHS-S1C10-01	<i>Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</i>	†
SSHS-S1C10-02	<i>Identify the connection between current and historical events and issues using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</i>	†
SSHS-S1C10-03	Describe how key political, social, environmental and economic events of the late 20th century and early 21st century affected, and continue to affect, the United States (e.g., Watergate, OPEC/oil crisis, Central American wars/Iran-Contra, End of Cold War, first Gulf War, September 11).	1SS-P18-PO4

Social Studies Standard Articulated by Grade Level		2000 Arizona Academic Content Standard: Social Studies
Strand 2: World History		
Concept 1: Research Skills for History		
Coding	Performance Objective	
SSHS-S2C1-01	Interpret historical data displayed in maps, graphs, tables, charts, and geologic time scales.	1SS-P1-PO3
SSHS-S2C1-02	Distinguish among dating methods that yield calendar ages (e.g., dendrochronology), numerical ages (e.g., radiocarbon), correlated ages (e.g., volcanic ash), and relative ages (e.g., geologic time).	†
SSHS-S2C1-03	<i>Formulate questions that can be answered by historical study and research.</i>	†
SSHS-S2C1-04	Construct graphs, tables, timelines, charts and narratives to interpret historical data.	†

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## High School

SSHS-S2C1-05	Evaluate primary and secondary sources for: a. authors' main points b. purpose and perspective c. facts vs. opinions d. different points of view on the same historical event (e.g., Geography Concept 6 – geographical perspective can be different from economic perspective) e. credibility and validity	1SS-P2-PO2 1SS-P2-PO3 1SS-P2-PO4
SSHS-S2C1-06	Apply the skills of historical analysis to current social, political, geographic, and economic issues facing the world.	1SS-P1-PO2 1SS-P3-PO1
SSHS-S2C1-07	Compare present events with past events: a. cause and effect b. change over time c. different points of view	1SS-P1-PO1
<b>Concept 2: Early Civilizations</b>		
SSHS-S2C2-01	Describe the development of early prehistoric people, their agriculture, and settlements.	†
SSHS-S2C2-02	Analyze the development and historical significance of Hinduism, Judaism, Buddhism, Christianity and Islam.	†
SSHS-S2C2-03	Analyze the enduring Greek and Roman contributions and their impact on later civilization: a. development of concepts of government and citizenship, (e.g., democracy, republics, codification of law, and development of empire) b. scientific and cultural advancements (e.g., network of roads, aqueducts, art and architecture, literature and theater, mathematics, and philosophy)	1SS-P4(1SS-E12)-PO1 1SS-P4(1SS-E12)-PO2 1SS-P4(1SS-E12)-PO3 1SS-P4(1SS-E12)-PO4
SSHS-S2C2-04	Analyze the enduring Chinese contributions and their impact on other civilizations: a. development of concepts of government and citizenship (e.g., Confucianism, empire) b. scientific, mathematical, and technical advances (e.g., roads, aqueducts) c. cultural advancements in art, architecture, literature, theater, and philosophy	†
<b>Concept 3: World in Transition</b>		
SSHS-S2C3-01	Contrast the fall of Rome with the development of the Byzantine and Arab Empires (e.g., religion, culture, language, governmental structure).	1SS-P4(1SS-E13)-PO1

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## High School

SSHS-S2C3-02	Compare feudalism in Europe and Japan and its connection with religious and cultural institutions.	1SS-P4(1SS-E13)-PO2 1SS-P4(1SS-E13)-PO3
SSHS-S2C3-03	Compare the development of empires (e.g., Roman, Han, Mali, Incan/Inkan, Ottoman). throughout the world	1SS-P4(1SS-E13)-PO2
SSHS-S2C3-04	Describe the interaction of European and Asian civilizations from the 12 <sup>th</sup> to the 16 <sup>th</sup> centuries: a. Crusades b. commerce and the Silk Road c. impact on culture d. plague	1SS-P4(1SS-E13)-PO4 1SS-P4(1SS-E13)-PO5
<b>Concept 4: Renaissance and Reformation</b>		
SSHS-S2C4-01	Analyze the results of Renaissance thoughts and theories: a. rediscovery of Greek and Roman ideas b. humanism and its emphasis on individual potential and achievements c. scientific approach to the natural world d. Middle Eastern contributions (e.g., mathematics, science) e. innovations in the arts and sciences.	†
SSHS-S2C4-02	Explain how the ideas of the Protestant Reformation and the Catholic Reformation (e.g., secular authority, individualism, migration, literacy and vernacular, the arts) affected society.	†
<b>Concept 5: Encounters and Exchange</b>		
SSHS-S2C5-01	Describe the religious, economic, social, and political interactions among civilizations that resulted from early exploration: a. reasons for European exploration b. impact of expansion and colonization on Europe c. impact of expansion and colonization on Africa, the Americas, and Asia d. role of disease in conquest e. role of trade f. navigational technology g. impact and ramifications of slavery and international slave trade h. contrasting motivations and methods for colonization	†
<b>Concept 6: Age of Revolution</b>		

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# CROSSWALK: Social Studies Standard Articulated by Grade Level to 2000 Social Studies Standards

## High School

SSHS-S2C6-01	Contrast the development of representative, limited government in England with the development and continuation of absolute monarchies in other European nations: a. absolute monarchies (e.g., Louis XIV, Peter the Great, Philip II) b. the Magna Carta, the English Bill of Rights, and parliamentary government c. the ideas of John Locke	1SS-P4-PO3
SSHS-S2C6-02	Explain how new ideas (i.e., Heliocentrism, Scientific Method, Newton's Laws) changed the way people understood the world.	1SS-P4-PO1 1SS-P4-PO2
SSHS-S2C6-03	Explain how Enlightenment ideas influenced political thought and social change. a. Deism b. role of women c. political thought d. social change	1SS-P4-PO3
SSHS-S2C6-04	Analyze the developments of the French Revolution and rule of Napoleon: a. Reign of Terror b. rise of Napoleon c. spread of nationalism in Europe d. defeat of Napoleon and Congress of Vienna	1SS-P4-PO4 1SS-P4-PO5 1SS-P4-PO6
SSHS-S2C6-05	Explain the revolutionary and independence movements in Latin America (e.g., Mexico, Haiti, South America).	1SS-P4-PO7
SSHS-S2C6-06	Analyze the social, political, and economic development and impact of the Industrial Revolution: a. origins in England's textile and mining industries b. urban growth and the social impact of industrialization c. unequal spread of industrialization to other countries d. political and economic theories (nationalism, anarchism, capitalism, socialism)	1SS-P5-PO1 1SS-P5-PO2 1SS-P5-PO3 1SS-P5-PO4
<b>Concept 7: Age of Imperialism</b>		
SSHS-S2C7-01	Explain the rationale (e.g., need for raw materials, domination of markets, advent of national competition, spread of European culture/religion) for imperialism.	1SS-P6-PO3
SSHS-S2C7-02	Trace the development of the British Empire around the world (e.g., America, Southeast Asia, South Pacific, India, Africa, the Suez).	1SS-P6-PO2
SSHS-S2C7-03	Describe the division of the world into empires and spheres of influence during the 18th and 19th centuries (e.g., British, French, Dutch, Spanish, American, Belgian).	†

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## High School

SSHS-S2C7-04	Analyze the effects of European and American colonialism on their colonies (e.g., artificially drawn boundaries, one-crop economies, creation of economic dependence, population relocation, cultural suppression).	†
SSHS-S2C7-05	Analyze the responses to imperialism by people under colonial rule at the end of the 19th century (e.g., Boxer Rebellion, Sepoy Rebellion, Opium Wars, Zulu Wars).	1SS-P6-PO1 1SS-P6-PO4
SSHS-S2C7-06	Explain Japanese responses to European/American imperialism from a closed door policy to adoption of Euro-American ideas.	†
<b>Concept 8: World at War</b>		
SSHS-S2C8-01	Examine the causes of World War I. a. rise of nationalism in Europe b. unification of Germany and Otto Von Bismarck's leadership c. rise of ethnic and ideological conflicts - the Balkans, Austria-Hungary, and the decline of the Ottoman Empire	1SS-P7-PO1 1SS-P7-PO2
SSHS-S2C8-02	Analyze the impact of the changing nature of warfare in World War I: a. trench warfare b. mechanization of war – machine gun, gasoline, submarine, tanks, chemical c. American involvement	1SS-P7-PO3 1SS-P7-PO4
SSHS-S2C8-03	Explain the end of World War I and its aftermath: a. Russian Revolution b. Treaty of Versailles c. end of empires (e.g. Austro-Hungarian, Ottoman, Russian) d. continuation of colonial systems (e.g., French Indochina, India, Philippines)	1SS-P7-PO5 1SS-P7-PO6
SSHS-S2C8-04	Examine the period between World War I and World War II: a. rise of fascism and dictatorships b. postwar economic problems c. new alliances d. growth of the Japanese empire e. challenges to the world order	1SS-P7-PO6 1SS-P8-PO1 1SS-P8-PO3 1SS-P8-PO4 1SS-P8-PO5

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## High School

SSHS-S2C8-05	Analyze aspects of World War II: a. political ideologies (e.g., Totalitarianism and Democracy) b. military strategies (e.g., air warfare, atomic bomb, Russian front, concentration camps) c. treatment of civilian populations d. Holocaust	1SS-P8-PO2 1SS-P8-PO6 1SS-P8-PO7 1SS-P9-PO1
SSHS-S2C8-06	Examine genocide as a manifestation of extreme nationalism in the 20th century (e.g., Armenia, Holocaust, Cambodia, Bosnia, Rwanda, Kosovo and Sudan).	1SS-P8-PO2 1SS-P9-PO7
SSHS-S2C8-07	Analyze the political, economic and cultural impact of the Cold War: a. superpowers – Soviet Union, United States and China b. division of Europe c. developing world d. Korean and Vietnam Wars	1SS-P9-PO2 1SS-P9-PO3 1SS-P9-PO4 1SS-P9-PO5 1SS-P9-PO6
SSHS-S2C8-08	Compare independence movements of emerging nations (e.g., Africa, Asia, Middle East, Latin America).	1SS-P10-PO1 1SS-P10-PO2 1SS-P10-PO3 1SS-P10-PO4 1SS-P10-PO5
<b>Concept 9: Contemporary World</b>		
SSHS-S2C9-01	Explain the fall of the Soviet Union and its impact on the world.	1SS-P9-PO8
SSHS-S2C9-02	Explain the roots of terrorism: a. background and motives b. religious conflict (e.g., Northern Ireland, Chechnya, Southwestern Philippines, southern Thailand, Kashmir) c. background of modern Middle East conflicts (e.g., Israeli – Palestinian conflict, Persian Gulf conflicts, Afghanistan) d. economic and political inequities and cultural insensitivities	†
SSHS-S2C9-03	Describe the development of political and economic interdependence during the second half of the twentieth century: a. economics, global wage inequalities b. technology c. multinational corporations d. growth of international governmental organizations (e.g., World Trade Organization) e. growth of non-governmental organizations (e.g., Red Cross, Red Crescent)	†

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SSHS-S2C9-04	Examine environmental issues from a global perspective (e.g., pollution, population pressures, global warming, scarcity of resources).	†
SSHS-S2C9-05	Connect current events with historical events and issues using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	†

Social Studies Standard Articulated by Grade Level		2000 Arizona Academic Content Standard: Social Studies
Strand 3: Civics/Government		
Concept 1: Foundations of Government		
Coding	Performance Objective	
SSHS-S3C1-01	Examine the foundations of democratic representative government. a. Greek direct democracy. b. Roman republic	2SS-P2-PO1
SSHS-S3C1-02	Trace the English roots of American democracy: a. Magna Carta b. English Bill of Rights c. Representative government – Parliament, colonial d. assemblies, town meetings	2SS-P1-PO2 2SS-P1-PO3
SSHS-S3C1-03	Describe the philosophical roots of American Democracy: moral and ethical ideals from Judeo-Christian tradition John Locke and social contract Charles de Montesquieu and separation of powers	2SS-P1-PO1 2SS-P1-PO5 2SS-P2-PO2
SSHS-S3C1-04	Examine the fundamental principles (e.g., equality, natural rights of man, rule of law) in the Declaration of Independence.	2SS-P1-PO4
Concept 2: Structure of Government		
SSHS-S3C2-01	Analyze why the weak central government and limited powers of the Articles of Confederation demonstrated the need for the Constitution.	2SS-P3-PO1
SSHS-S3C2-02	Analyze the creation of United States Constitution: a. representative government as developed by the Great Compromise and the Three-Fifths Compromise b. Federalism c. Separation of Powers/Checks and Balances d. Judicial Review e. Amendment Process	2SS-P3-PO2 2SS-P7-PO1

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SSHS-S3C2-03	Examine the United States federal system of government: a. powers of the national government b. powers of the state governments c. powers of the people	2SS-P3-PO3 2SS-P7-PO2
SSHS-S3C2-04	Describe the steps leading to the adoption of the Constitution: a. Federalist and Anti-Federalist positions (e.g., The Federalist Papers) b. Bill of Rights c. ratification	2SS-P3-PO4 2SS-P3-PO5
SSHS-S3C2-05	Analyze the structure, powers, and roles of the legislative branch of the United States government (e.g., Article I of the Constitution, political parties, lawmaking process, special interest groups). a. specific powers delegated in Article I of the Constitution b. role of competing factions and development of political parties c. lawmaking process d. different roles of Senate and House e. election process and types of representation f. influence of staff, lobbyists, special interest groups and political action committees (PACs)	2SS-P4-PO1 2SS-P4-PO2 2SS-P4-PO3 2SS-P4-PO4
SSHS-S3C2-06	Analyze the structure, powers, and roles of the executive branch of the United States government: a. specific powers delegated in Article II of the Constitution b. roles and duties of the president c. development and function of the executive branch, including the cabinet and federal bureaucracy d. election of the president through the nomination process, national conventions, and electoral college	2SS-P5-PO1 2SS-P5-PO2 2SS-P5-PO3
SSHS-S3C2-07	Analyze the structure, powers, and roles of the judicial branch of the United States government, including landmark United States Supreme Court decisions: a. specific powers delegated by the Constitution in Article III b. judicial review developed in <i>Marbury v. Madison</i> and <i>McCulloch v. Maryland</i> and <i>Gibbons v. Ogden</i> c. dual court system of state and federal courts	2SS-P6-PO1 2SS-P6-PO2 2SS-P7-PO3

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SSHS-S3C2-08	Analyze the structure, power, and organization of Arizona's government as expressed in the Arizona Constitution: a. direct democracy by initiative, referendum, and recall processes b. election process such as redistricting, (e.g., gerrymandering, clean elections), voter registration, and primaries c. the structure and processes of Arizona's legislature d. the roles of the Governor, Secretary of State, Treasurer, Attorney General, and Superintendent of Public Instruction e. appointment and continuing election of judges	2SS-P9-PO1 2SS-P9-PO2 2SS-P9-PO3 2SS-P9-PO4 2SS-P9-PO5
SSHS-S3C2-09	Analyze the forms, structure, powers and roles of local government: a. county government, boards of supervisors, sheriffs, county attorneys, and others b. mayor, council, city manager, and other city officials c. issues of large urban area governments (e.g., transportation, zoning growth management and funding, urban planning, water and sanitation, pollution, annexation) d. special districts, governance funding and purpose (e.g., school, sanitation, water, fire, library, community college)	†
SSHS-S3C2-10	Examine the sovereignty of tribal governments and their relationship to state and federal governments (e.g., jurisdiction, land use, water and mineral rights, gaming pacts).	2SS-P7-PO4
SSHS-S3C2-11	Identify other forms of government under U.S. federal auspices (e.g., protectorates, territories, federal districts).	†
<b>Concept 3: Functions of Government</b>		
SSHS-S3C3-01	Analyze the functions of government as defined in the Preamble to the Constitution.	†
SSHS-S3C3-02	Examine how the Constitution guarantees due process of law through Constitutional mandates and Amendments. a. Constitutional mandates (e.g., the right of habeas corpus, no bill of attainder, and the prohibition of ex post facto laws) b. Fourth, Fifth, Sixth, Seventh and Eighth Amendments c. protection provided by the Fourteenth Amendment	2SS-P8-PO1 2SS-P8-PO4 2SS-P8-PO5

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SSHS-S3C3-03	Examine various sources of government funding: a. federal - income tax, duties , excise taxes, corporate tax b. state - income tax, sales tax c. local - property tax, sales tax	†
SSHS-S3C3-04	Describe the regulatory functions of government pertaining to consumer protection, environment, health, labor, transportation and communication.	†
SSHS-S3C3-05	Describe the factors and processes that determine major domestic policies (e.g., social security, education, health care, parks, environmental protection).	†
<b>Concept 4: Rights, Responsibilities, and Roles of Citizenship</b>		
SSHS-S3C4-01	Analyze basic individual rights and freedoms guaranteed by Amendments and laws.: a. freedom of religion, speech, press, assembly and petition in the First Amendment b. right to bear arms in the Second Amendment c. Ninth Amendment and guarantee of people's unspecified rights d. civil rights in the Thirteenth and Fourteenth Amendments e. voting rights in the Fifteenth, Nineteenth, Twenty-third, Twenty fourth, and Twenty-sixth Amendments; Native American citizenship and voting rights (Arizona, 1948); Voting Rights Act of 1965 f. conflicts which occur between rights (e.g., the tensions between the right to a fair trial and freedom of the press, and between majority rule and individual rights) g. right to work laws	2SS-P8-PO2 2SS-P8-PO3 2SS-P8-PO6
SSHS-S3C4-02	Define citizenship according to the Fourteenth Amendment (e.g., natural born, naturalized).	†
SSHS-S3C4-03	Examine the basic political, social responsibilities of citizenship: a. connections between self-interest, the common good, and the essential element of civic virtue (e.g., George Washington's Farewell Speech), volunteerism b. obligations of upholding the Constitution c. obeying the law, serving on juries, paying taxes, voting, and military service d. analyzing public issues, policy making, and evaluating candidates	2SS-P10-PO1 2SS-P10-PO2 2SS-P10-PO3
SSHS-S3C4-04	Demonstrate the skills and knowledge needed to accomplish public purposes (e.g., group problem solving, public speaking, petitioning and protesting).	†

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SSHS-S3C4-05	Describe the role and influence of political parties, interest groups, and mass media: a. political perspectives (e.g., liberalism, conservatism, progressivism, libertarianism) b. influence of interest groups, lobbyists, and PAC's on elections, the political process and policy making c. influence of the mass media on elections, the political process and policy making	†
<b>Concept 5: Government Systems of the World</b>		
SSHS-S3C5-01	Compare the United States system of politics and government to other systems of the world (e.g., monarchies, dictatorship, theocracy, oligarchy, parliamentary, unitary, proportional elections).	2SS-P11-PO1 2SS-P11-PO2 2SS-P10-PO3
SSHS-S3C5-02	Describe factors (e.g., trade, political tensions, sanctions, terrorism) that influence United States foreign policy.	†
SSHS-S3C5-03	Describe world governmental and non-governmental organizations (e.g., the United Nations and its agencies, NATO, the European Union, the International Red Cross).	†

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Strand 4: Geography		
Concept 1: The World in Spatial Terms		
Coding	Performance Objective	
SSHS-S4C1-01	Construct maps using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation).	3SS-P1-PO1
SSHS-S4C1-02	Interpret maps and images (e.g., political, physical, relief, thematic, Geographic Information Systems [GIS], Landsat).	3SS-P1-PO1
SSHS-S4C1-03	Use appropriate maps and other graphic representations to analyze geographic problems and changes over time.	3SS-P1-PO2
SSHS-S4C1-04	Use an atlas to access information.	†
Concept 2: Places and Regions		
SSHS-S4C2-01	Identify the characteristics that define a region: a. physical processes such as climate, terrain, and resources b. human processes such as religion, political organization, economy and demographics	3SS-P2-PO1

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SSHS-S4C2-02	Describe the factors (e.g., demographics, political systems, economic systems, resources, culture) that contribute to the variations between developing and developed regions.	†
SSHS-S4C2-03	Examine geographic issues (e.g., drought in Sahel, migration patterns, desertification of Aral Sea, spread of religions such as Islam, conflicts in Northern Ireland/Ireland, Jerusalem, Tibet) in places and world regions.	3SS-P2-PO2
SSHS-S4C2-04	Analyze the differing political, religious, economic, demographic, and historical ways of viewing places and regions.	3SS-P2-PO4
SSHS-S4C2-05	Examine how the geographic characteristics of a place affect the economics and culture (e.g., changing regional economy of the sunbelt, location with respect of natural hazards, location of Panama Canal, Air Force Bases in Arizona).	3SS-P2-PO4
SSHS-S4C2-06	Analyze how a region changes over time (e.g., U.S./Mexico border, Europe from World War I to the development of European Union, change from pre- to post-colonialism in Africa, Hong Kong).	3SS-P2-PO3
SSHS-S4C2-07	Analyze sides of scientific debates over how human actions(e.g., global warming, ozone decline) modify a region.	†
<b>Concept 3: Physical Systems</b>		
SSHS-S4C3-01	Analyze how weather and climate (e.g., the effect of heat transfer, Earth's rotation, and severe weather systems) influence the natural character of a place.	†
SSHS-S4C3-02	Analyze different points of view on the use of renewable and non-renewable resources in Arizona.	3SS-P5-PO2
SSHS-S4C3-03	Analyze how earth's internal changes (e.g., earthquakes, volcanic activity, folding, faulting) and external changes (e.g., geochemical water and carbon cycles, erosion, deposition) influence the character of places.	†
SSHS-S4C3-04	Analyze how hydrology (e.g., quality, reclamation, conservation) influences the natural character of a place.	†
<b>Concept 4: Human Systems</b>		
SSHS-S4C4-01	Interpret population growth and demographics (e.g., birth and death rates, population growth rates, doubling time and life expectancy, carrying capacity).	3SS-P3-PO1

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SSHS-S4C4-02	Analyze push/pull factors that contribute to human migration	3SS-P3-PO2
SSHS-S4C4-03	Analyze the effects of migration on places of origin and destination, including border areas.	3SS-P3-PO2
SSHS-S4C4-04	Analyze issues of globalization (e.g., widespread use of English, the role of the global media, resistance to “cultural imperialism” trade, outsourcing).	3SS-P3-PO5
SSHS-S4C4-05	Analyze the development, growth and changing nature of cities (e.g., urban sprawl, suburbs, city revitalization).	3SS-P3-PO6
SSHS-S4C4-06	Analyze factors (e.g., social, biotic, abiotic) that affect human populations.	3SS-P3-PO7
SSHS-S4C4-07	Predict the effect of a change in a specific factor (e.g., social, biotic, abiotic) on a human population.	†
SSHS-S4C4-08	Explain how ideas, customs, and innovations are spread through cultural diffusion (e.g., religion, language, political philosophy, technological advances, higher education, economic principles).	†
<b>Concept 5: Environment and Society</b>		
SSHS-S4C5-01	Analyze how the Earth’s natural systems affect humans. (e.g., Gulf Stream permitting habitation of northern Europe, earthquakes, tsunamis, periodic droughts, river civilizations).	3SS-P4-PO1
SSHS-S4C5-02	Analyze how natural hazards impact humans (e.g., differences in disaster preparation between developed and developing nations, world, why people continue to build in disaster-prone places).	3SS-P4-PO2
SSHS-S4C5-03	Analyze how changes in the natural environment can increase or diminish its capacity to support human activity (e.g., major droughts, warm and cold periods, volcanic eruptions, El Niño events, pollution).	3SS-P4-PO3
SSHS-S4C5-04	Analyze the environmental effects of human use of technology (e.g. irrigation, deforestation, overgrazing, global warming, atmospheric and climate changes, energy production costs and benefits, water management) on the environment.	3SS-P4-PO4
SSHS-S4C5-05	Analyze how humans impact the diversity and productivity of ecosystems (e.g., invading non-native plants and animals)	3SS-P4-PO5

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SSHS-S4C5-06	Analyze policies and programs for resource use and management (e.g., the trade-off between environmental quality and economic growth in the twentieth century).	3SS-P4-PO6
SSHS-S4C5-07	Predict how a change in an environmental factor (e.g., extinction of species, volcanic eruptions) can affect an ecosystem .	†
<b>Concept 6: Geographic Applications</b>		
SSHS-S4C6-01	Analyze how geographic knowledge, skills, and perspectives (e.g., use of Geographic Information Systems in urban planning, reapportionment of political units, locating businesses) are used to solve contemporary problems.	3SS-P5-PO1
SSHS-S4C6-02	Analyze how changing perceptions of places and environments (e.g., where individuals choose to live and work, Israeli settlements, role of military bases, Viking colonization and naming of Iceland) affect the choices of people and institutions.	3SS-P5-PO3
SSHS-S4C6-03	Analyze how geography influences historical events and movements (e.g., Trail of Tears, Cuban missile crisis, location of terrorist camps, pursuit of Pancho Villa, Mao's long march, Hannibal crossing the Alps, Silk Road).	†

Social Studies Standard Articulated by Grade Level		2000 Arizona Academic Content Standard: Social Studies
Strand 5: Economics		
Concept 1: Foundations of Economics		
Coding	Performance Objective	
SSHS-S5C1-01	Analyze the implications of scarcity: a. limited resources and unlimited human wants influence choice at individual, national, and international levels b. factors of production (e.g., natural, human, and capital resources, entrepreneurship, and technology) c. marginal analysis by producers, consumers, savers, and investors	4SS-P1-PO1 4SS-P1-PO2 4SS-P1-PO3
SSHS-S5C1-02	Analyze production possibilities curves to describe opportunity costs and trade-offs.	4SS-P1-PO3 4SS-P2-PO2

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SSHS-S5C1-03	Describe the characteristics of the mixed-market economy of the United States: a. property rights b. profit motive c. consumer sovereignty d. competition e. role of the government f. rational self-interest g. invisible hand	4SS-P4-PO3
SSHS-S5C1-04	Evaluate the economic implications of current events from a variety of sources (e.g., magazine articles, newspaper articles, radio, television reports, editorials, Internet sites).	4SS-P2-PO3
SSHS-S5C1-05	Interpret economic information using charts, tables, graphs, equations, and diagrams.	4SS-P2-PO1
<b>Concept 2: Microeconomics</b>		
SSHS-S5C2-01	Describe how the interdependence of both households and firms is affected by trade, exchange, money, and banking: a. why voluntary exchange occurs only when all participating parties expect to gain from the exchange b. role and interdependence of households, firms, and government in the circular flow model of economic activity c. role of entrepreneurs in a market economy and how profit is an incentive that leads entrepreneurs to accept risks of business failure d. financial institutions and securities markets e. importance of rule of law in a market economy for enforcement of contracts	4SS-P3-PO1 4SS-P3-PO2 4SS-P3-PO3 4SS-P3-PO4
SSHS-S5C2-02	Describe how markets function: a. laws of supply and demand b. how a market price is determined c. graphs that demonstrate changes in supply and demand d. how price ceilings and floors cause shortages or surpluses e. comparison of monopolistic and competitive behaviors f. theory of production and the role of cost	4SS-P5-PO1 4SS-P5-PO2 4SS-P5-PO3 4SS-P5-PO4 4SS-P5-PO5

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SSHS-S5C2-03	Describe how government policies influence the economy: a. need to compare costs and benefits of government policies before taking action b. use of federal, state, and local government spending to provide national defense; address environmental concerns; define and enforce property, consumer and worker rights; regulate markets; and provide goods and services c. effects of progressive, proportional, and regressive taxes on different income groups d. role of self-interest in decisions of voters, elected officials, and public employees	4SS-P6-PO1 4SS-P6-PO2 4SS-P6-PO3 4SS-P6-PO4
<b>Concept 3: Macroeconomics</b>		
SSHS-S5C3-01	Determine how inflation, unemployment, and gross domestic product statistics are used in policy decisions.	4SS-P7-PO1
SSHS-S5C3-02	Explain the effects of inflation and deflation on different groups (e.g., borrowers v. lenders, fixed income/cost of living adjustments).	4SS-P7-PO2
SSHS-S5C3-03	Describe the economic and non-economic consequences of unemployment.	4SS-P7-PO3
SSHS-S5C3-04	Analyze fiscal policy and its effects on inflation, unemployment, and economic growth.	4SS-P7-PO4
SSHS-S5C3-05	Describe the functions of the Federal Reserve System (e.g., banking regulation and supervision, financial services, monetary policy) and their influences on the economy.	4SS-P7-PO5
SSHS-S5C3-06	Explain the effects of monetary policy on unemployment, inflation, and economic growth.	4SS-P7-PO6
SSHS-S5C3-07	Determine how investment in factories, machinery, new technology, and the health, education, and training of people can raise future standards of living.	4SS-P7-PO7
<b>Concept 4: Global Economics</b>		

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SSHS-S5C4-01	Analyze the similarities and differences among economic systems a. characteristics of market, command, and mixed economic systems, including roles of production, distribution, and consumption of goods and services b. benefits and costs of market and command economies c. characteristics of the mixed-market economy of the United States, including such concepts as private ownership, profit motive, consumer sovereignty, competition, and government regulation. d. role of private property in conserving scarce resources and providing incentives in a market economy	4SS-P4-PO1 4SS-P4-PO2 4SS-P4-PO3 4SS-P4-PO4
SSHS-S5C4-02	Describe the effects of international trade on the United States and other nations: a. how people and nations gain through trade b. how the law of comparative advantage leads to specialization and trade c. effects of protectionism, including tariffs and quotas on international trade and on a nation's standard of living d. how exchange rates work and how they affect international trade e. how the concepts of balance of trade and balance of payments are used to measure international trade f. factors that influence the major world patterns of economic activity including the differing costs of production between developed and developing countries. g. economic connections among different regions, including changing alignments in world trade partners h. identify the effects of trade agreements (e.g., North American Free Trade Agreement)	4SS-P8-PO1 4SS-P8-PO2 4SS-P8-PO3 4SS-P8-PO4 4SS-P8-PO5 4SS-P8-PO6
<b>Concept 5: Personal Finance</b>		
SSHS-S5C5-01	Explain how education, career choices, and family obligations affect future income.	4SS-P9-PO1
SSHS-S5C5-02	Analyze how advertising influences consumer choices.	4SS-P9-PO2
SSHS-S5C5-03	Determine short- and long-term financial goals and plans, including income, spending, saving, and investing.	4SS-P9-PO3
SSHS-S5C5-04	Compare the advantages and disadvantages of using various forms of credit and the determinants of credit history.	4SS-P9-PO4
SSHS-S5C5-05	Explain the risk, return, and liquidity of short- and long-term saving and investment vehicles.	4SS-P9-PO5

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SSHS-S5C5-06	Identify investment options, (e.g., stocks, bonds, mutual funds) available to individuals and households.	4SS-P9-PO6
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